

Running head: POSITIVE QUALITIES IN A MENTORSHIP

The Positive Qualities in a Mentorship That Breed Success

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POSTIVE QUALITIES IN A MENTORSHIP

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Abstract

The Positive Qualities in a Mentorship That Breed Success

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The purpose of this study is to determine the qualities of a positive mentor and mentee relationship. A positive relationship between a mentor and mentee can set the stage for success in a beginning teacher's career. It is the intention of this study to examine and identify the qualities of a structured mentoring program that make it a positive mentor and mentee relationship. With the positive qualities of a mentorship in place, the staff at Madison High School in Western New Jersey can be more effective. By identifying and implementing the positive qualities of a mentorship program, the intention is that the first year mentoring program will become a success at Madison High School.

The first year mentoring study at Madison High School answers the following research question: What qualities are associated with a positive mentor and mentee relationship? A qualitative case study design is used to identify positive qualities that make a successful mentorship relationship between the mentee and mentor.

CHAPTER 1: INTRODUCTION TO THE RESEARCH

Introduction to the Problem

The purpose of this study is to determine the positive qualities of a mentor and mentee relationship. The first year teacher mentor program at Madison High School has not been successful, and this has led to an unsuccessful mentorship program. It is the goal of this study to learn what positive qualities of a mentorship relationship are lacking at Madison High School. With this information, the researcher will seek to improve the mentorship relationships at Madison High School.

Mentoring is a necessity for first year teachers to ensure success throughout their careers (Whitebook and Bellm, 2013). A mentee can be helped immensely by having a mentor guide them through the first years of their teaching experience (Mavroulis, 2013). In education, mentoring is an intricate part of the learning process for a new teacher (Creswell, 2012). It is essential that a veteran teacher assist a new teacher throughout the process of becoming an expert in their content knowledge, classroom management, and school politics (Mavroulis, 2013). Without the help of a mentor, it is difficult for any individual in the education profession to succeed (O'Dell, 1990).

The interest that the researcher has in the field of mentoring is rooted in the researcher's experience with an ineffective mentor. Fortunately, the other educators in the building were able to help the mentee navigate the first year of his career. Unfortunately, many educators are not fortunate as the mentee during their first year of teaching (Daresh, 2002). Many new educators are scared to ask for help from other

teachers and leave the profession before the beginning of their second year (Daresh, 2002).

This problem has led the researcher to examine the positive qualities that breed success in a first year mentoring program. The researcher believes that an effective first year teacher mentor and mentee program begins with an introduction of the positive aspects of the mentor and mentee relationship. It also requires open, curious mentees who are willing to work hard with their mentor to make progress and become better educators (Murphy & Ensher, 2006). The mentor needs to have a positive attitude and willingness to help the mentee throughout their time together (Murphy & Ensher, 2006).

The system of mentoring first year teachers is a problem in the Jamestown Township School District (pseudonym). While the entire district is suffering from a poor mentorship program, the researcher chose to focus on finding the positive qualities in a mentorship program that fosters success at Madison High School (pseudonym) that is part of the Jamestown Township School District. As Creswell (2012) states, it is best practice to use less participants in a case study of this nature. If the study is successful on a smaller scale, then the researcher can attempt to continue the study with more participants at a later date (Creswell, 2012).

The first year teacher mentor program at Madison High School has issues that arise with the mentee and the mentor. Looking at comments from participants of the mentorship program over the past two years, the mentors have grumbled that the mentees are not interested in their help. Furthermore, the mentors have described a feeling of confusion regarding what is expected out of their mentorship. The mentors were not

given a handbook or guidelines to govern their practice. This caused the mentors to struggle with meeting the goal of successfully mentoring the first year teacher.

Likewise, the first year teachers were also not satisfied with how the mentorships were governed. The most frequent comment was that the first year teacher was not paired with a teacher in the same content area. This caused a lot of confusion when the mentee was trying to discuss how to better deliver the content in their lesson. The mentor was unable to help them with the content delivery, which forced the mentee to seek help outside the mentor pairing. In addition, many of the first year teachers were not satisfied with the time that was spent with them by their mentors. The dearth of time that the mentors spent with their mentee was primarily due to the extra-curricular activities each mentor had to supervise. Additionally, many of the mentee and mentor pairings did not receive a common prep period during the school day. When each of these concerns exists for the mentor and mentee pairing, it is indicative of the trouble that was experienced in many mentorship pairings.

Purpose Statement

The purpose of this study is to find the positive qualities in a mentor and mentee relationship that result in sustained success. In prior years, the negative qualities in a mentorship have caused many mentoring pairs to fail at their goal of preparing the first year teacher for a successful career at Madison High School. It is the goal of the researcher to learn what positive qualities of a mentoring relationship can be introduced to the mentoring program at Madison High School. The information learned by this study can inform future strategies and practice in the mentoring program that can enable future mentorship pairings a better chance at a successful mentorship.

Significance of the Problem

The significance of the problem at Madison High School is described by administration as a “high priority” (JTBOE, 2015). First year teacher mentoring allows for the success of teachers during the upcoming years of their career (O'Dell, 1990). It also provides a reference point for the knowledge and expected practices in the years to come. The lack of positive qualities in the mentoring relationships at Madison High School is not only a disservice to first year teachers, but also a disservice to mentors that could equally benefit from a successful mentoring experience (Dierking & Fox, 2013).

Exploring the current state of the mentoring program will provide the needed information to find a solution to what positive qualities will benefit the mentees and mentors in the experience. By applying the positive qualities to the mentorship program, the mentees will not only be able to participate in a successful mentoring program, but will become familiar with the best practices in the profession. In addition, the mentee will have a more thorough understanding of the content knowledge, and a sense of comfort in the school setting. The mentors will be able to realize what is expected of their experience, be able to reflect and share effective practices with their mentee, and draw a better understanding of the rewards received from a positive mentoring experience (Mavroulis, 2013). With the mentee and mentor able to accommodate a positive mentoring experience, the students will also benefit being taught by a better prepared teacher in the classroom (Mavroulis, 2013).

The study at Madison High School will attempt to add to the professional knowledge surrounding the positive qualities in a mentorship program that result in

success. While there have already been many studies conducted on the subject of mentoring, the researcher believes that the experience at Madison High School can add valuable information to what positive qualities are needed for success. The study will explore that the positive qualities in a mentorship can lead to the ultimate success or failure of a mentorship.

If the mentees and mentors can come to an understanding that the positive qualities of a mentorship can lead to success, it can lead to better prepared educators (Hobson, 2009). Therefore, the students of the first year teacher will experience a teacher that is better prepared and more aware of their surroundings during their first year of tenure (Hobson, 2009). Furthermore, the mentee will be able to be more effective in their classroom by having a stable support system in place to benefit them when administering their daily lessons. The mentor will benefit from a positive mentorship program by being able to understand the advantages of the mentorship. In addition, the mentor can have more meaningful reflections of their experience, which can lead to enhancing their career (Hobson, 2009).

The researcher will interview prior mentees and mentors to understand what positive and negative qualities were exhibited in the mentor and mentee relationship. With this knowledge, the researcher will interview current mentees and mentors to find out their reactions to their experience thus far in the mentorship program. Through these interviews, the researcher will gather the positive and negative qualities of the mentorship the mentor and mentee have each experienced in the mentorship program. After analyzing the results of the study, the researcher will then make recommendations to improve the quality of the mentor and mentee collaboration by identifying which positive

qualities are needed for a successful mentorship. In addition, the researcher will conduct observations of the mentee and mentor interactions at Madison High School to help understand what shortcomings may be exhibited. The researcher will take the results that are garnered from the case study of the mentee and mentor pairings and use them to positively change the culture of the mentorship program moving forward. With these changes in place, the intent is that the positive qualities that breed success in a mentorship will become a part of *all* future mentor pairings at Madison High School.

The qualitative case study on the mentoring experiences at Madison High School will add to the literature that describes the positive qualities of a successful mentorship. Furthermore, it will provide yet another example of how a coherent mentoring program for first year teachers can improve the pedagogy of the first year teacher in the years succeeding their mentorship.

The research question to be examined in this study is:

What qualities are associated with a successful mentee and mentor relationship?

The researcher will interview prior mentees and mentors to understand what positive and negative qualities were exhibited in the mentor and mentee relationship. With this knowledge, the researcher will interview current mentees and mentors to find out their reactions to their experience thus far in the mentorship program. Through these interviews, the researcher will gather the positive and negative qualities of the mentorship the mentor and mentee have each experienced in the mentorship program. After analyzing the results of the study, the researcher will then make recommendations to

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The Conceptual Framework

Educational mentoring is an important step for first year teachers (Dierking, 2013). Mentoring is the basis for their teaching career. It also provides the teacher with the opportunity to learn from a veteran professional who has been in the field of education and has dealt with many issues that the novice teacher may encounter. The ability to have an individual to discuss issues with in a time of need cannot be understated (Dierking, 2013).

Mentoring first year teachers encompasses three major concepts:

1. The mentee and mentor must be able to collaborate effectively. The mentee and mentor first must be able to collaborate effectively (Dierking, 2013).
2. The mentor and mentee will focus on lesson planning and lesson reflection. The mentor can look to assist the mentee in developing effective lessons and reflecting on why prior lessons may not have been as successful as hoped (Dierking, 2013).
3. In addition, the mentee and mentor should work toward having effective learning conferences (Feiman-Namser, 2013). Learning conferences are used to discuss

ideas for lessons and how to institute them correctly. A new teacher can benefit from this as they begin to develop lessons in the beginning of the year (Oliver, 2009).

In developing and reflecting on lesson plans, the mentee can work toward pedagogy and content mastery. While many educators are expected to have curriculum and content mastery at the end of their college experience, the truth is many do not (Oliver, 2009). The mentee can learn about the pedagogy and content depth of knowledge from their mentor and ask relevant questions that can be used to expand their own teaching approach (Mavroulis, 2012). In addition, the mentor can observe the mentee and suggest improvements without the pressure of an administrative evaluation of the mentee. With the expanded knowledge the mentee can learn from this relationship, there is the possibility for a more effective practice that can be used throughout their career (Mavroulis, 2012).

While there has been a wide range of changes in the mentoring program by many states, foundational pieces of the mentoring relationship have not changed, such as the duration of the program and the mentor (veteran teacher) to mentee (first year teacher) assignment.

Mentoring is a necessity for first year teachers to ensure success throughout their careers (Whitebook and Bellm, 2013). A mentee can be helped immensely by having a mentor guide them through the first years of their teaching experience (Mavroulis, 2013). In education, mentoring is an intricate part of the learning process for a new teacher (Creswell, 2012). It is essential that a veteran teacher assist a new teacher throughout the process of becoming an expert in their content knowledge, classroom management, and

school politics (Mavroulis, 2013). Without the help of a mentor, it is difficult for any individual in the education profession to succeed (O'Dell, 1990).

Collaboration, discussion of pedagogy, and mentoring in practice are still a major part of the mentee becoming a successful individual in the practice they choose (Whitebook and Bellm, 2013). The research streams that are addressed include: collaboration, mentoring in practice, and pedagogy.

Collaboration

Collaboration is a reoccurring theme discussed by Whitebook and Bellm (2013). Whitebook and Bellm (2013) discuss the need to collaborate with others when an educator is new to the profession is essential in order to succeed. The first year teacher can gain a wealth of knowledge from their peers, especially those that are veteran instructors (Whitebook and Bellm, 2013). The mentees in this study spoke about the importance of collaboration as one of the most important skills for them to become more acclimated to the school setting. The mentees noted that collaboration has helped them to become a much better instructor and to master the art of teaching. Also, the mentees that were fortunate enough to have a mentor who taught in the same subject area noted the immense amount of help that was provided by being able to discuss different strategies in the classroom with their mentor. Whitebook and Bellm (2013) discuss the importance of being able to connect on a professional level with a mentor as one of the primary reasons for job satisfaction as a first year teacher. Whitebook and Bellm (2013) also note that it is paramount for the first year teacher to acquire the skill of collaboration at a professional level, so the first year teacher can expand their circle of professional

collaborators. Without the assistance of a mentor, the mentee can feel lost and may leave the profession because of dissatisfaction (Whitebook and Belm, 2013).

At various times, the mentees discussed the importance of collaborating with their mentor. They referenced the amount of time spent with the mentor and how important it was to share ideas with the mentor. In addition to the interaction with the mentor, the mentees also referenced the importance of being able to collaborate with other teachers in their department. Despite the fact that the mentees only have one mentor each, they reported that it was a helpful to have other individuals in the department willing to help them during their first year.

As a previous mentee noted in their discussion, "I think the mentor should be teaching for a long time and have a good grip on the curriculum, as well as strategies for classroom management." The mentoring pair can continue their collaboration by using time outside of the school day to discuss techniques used by other educators in the school that approach lessons differently. This can really enhance the teaching of the mentee, as well as the mentor, because it allows both members of the pairing to see an alternate approach they may not have used yet (Mavroulis, 2013). In addition, the mentees were able to contact these educators through personal learning community meetings online and in the school environment. Finally, the importance of working with the students cannot be underestimated. It is important to work with the students to foster a learning environment that all can benefit from. The mentee can learn from the relationship they have with the students by mirroring it with the relationship they have with their mentor (Whitebook and Bellm, 2013).

Mentoring in Practice

The incredible amount of pressure on the first year teacher came to light with the theme of professional responsibility. The responsibilities range from teaching to coaching to an immense amount of paperwork. A portion of the mentees, throughout various interviews, discussed the incredible pressure they felt being in a department (math) that is tested by the state in which results are used for evaluation. As one mentee noted, "...meeting the state standards, teaching my curriculum, coaching, AND having a personal life are difficult for the common person to understand. Each day I feel like another stack has been added to my plate." The mentees also noted the expectations they place upon themselves are not helping with the professional responsibility they feel daily. The mentees noted that during a normal day they may have to tutor a child after school, coach a sport, teach their normal classes, communicate with the parents of students, make lesson plans, and grade assignments. This is in addition to reflecting on their lessons for the day and manipulating future plans that were created for the week that may change depending on what is accomplished from day to day.

The mentees also noted the amount of changes in their professional responsibility as another major factor in the pressure they are feeling. For example, some states continue to change the requirements for the first year teacher, and all educators, for many different areas such as student growth objectives (NJDOE, 2013-2015). For a first year teacher whom is already dealing with many new challenges, this only adds to their stress. Contrarily, the mentees frequently described the mentoring process as the only thing that

is making them able to get through each day. The mentees exclaimed their reliance on their mentors when they each proclaimed, "I think without a mentor my job would be impossible."

Pedagogy

The pedagogy of a first year teacher is a constant process of trial and error. Many mentees have been through these trials and tribulations, as discussed by Whitebook and Bellm, (2013). Many of the mentees ideas of what proper pedagogy should be come from the theories they were taught in undergraduate courses and throughout their practice in student teaching (Whitebook and Bellm, 2013). However, the mentees soon find that only the practices of actual teaching and self-reflection are effective in advancing their skill as an instructor. Furthermore, it is best practice to have different strategies of classroom management from day to day and class to class (Danielson, 2015). It is a continuous struggle that must be reflected upon daily (Danielson, 2015).

The mentees need to work on their pedagogy daily. They try different methods and techniques to try to reach each class they teach. It is common for a novice teacher to feel that some classes are connecting with the instruction, whereas others are confused (Whitebook and Bellm, 2013). As time goes on, however, the instructor will find that different techniques will need to be used for each class in order to succeed with each student and class they teach during the day (Danielson, 2014).

Definition of Terms

Collaboration - the action of working with someone to produce or create something

First year teacher - an educator in their first year who is trained or advised by a mentor

Jamestown Township School District - the town within which Madison resides.

Mentee - a novice, first year teacher who receives guidance from a mentor or veteran teacher

Mentor - an experienced, veteran teacher who advises or trains a mentee

Mentorship - is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person

Madison - the high school used for the research for the mentoring study

Pedagogy - the art of teaching

Peer Mentoring - is a form of mentorship that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee).

Assumptions and Limitations

The first year teacher mentoring program has two major assumptions affecting its purpose. It is assumed that the mentoring program at Madison High School has been neglected. This has been verified by multiple individuals in the building who have been a part of the mentoring program in the past. Additionally, the dearth of interaction between mentors and mentees is a documented issue from the past that continues to be a problem for the mentor program presently. Perhaps the largest issue for the mentoring program is

that members of the mentoring program have not been assigned the same prep periods during their school day. This creates a hardship for the mentoring pair because they have to seek out one another before or after school in order to meet and discuss their pertinent information.

The researcher has also encountered limitations within the study that are important to note. The first of these limitations is the inability to interview the number of teachers available. The number of teachers available for the study is provided by the amount of openings due to retirement from the previous school year and by the budget of the district for each school. Thankfully, there were a number of retirements from the previous year that have allowed for the study to not encounter any issues with the amount of mentees and mentors available to participate in the study.

It is also important to note that the researcher will only use one school for the study. The township includes over twenty schools from grades kindergarten to twelve. The researcher questioned the ability to coordinate the study at multiple locations. After careful analysis, one school was the wisest choice to proceed with.

One of the biggest issues that the study has encountered, however, is the lack of trust exhibited by new teachers in the school. The new teachers fear that their information will be shared with others. In response, the researcher has assured the anonymity of the study and has suggested that those who are still uneasy about the process can remove themselves from the study.

Summary

Mentoring first year teachers at Madison High School has been a practice in need of improvement for many years. The study seeks to improve the mentoring program by

providing research on the positive qualities of a successful mentor relationship at Madison High School. The use of qualitative surveys will be used to obtain the information required. With the information disseminated, the researcher will be able to provide the proper procedure for effective practices of a first year teacher mentoring program in the years to come and identify the positive qualities of a successful mentorship for future partnerships.

Mentoring is a large part of the first year experience for new teachers and will continue to be as educators move into the future. Mentoring provides many individuals with their first experience in understanding the culture of teaching. This study will add to the research of mentoring by identifying the positive qualities of a mentorship.

CHAPTER 2: LITERATURE REVIEW

Introduction

Successful mentoring is characterized by a symbiotic relationship that benefits the mentor and mentee and ensures the platform for success for the mentee moving forward (Whitebook and Bellm, 2013). A mentee needs a mentor to guide him/her through the first years of his/her teaching experience (O'Dell, 1990). In education, mentoring is an intricate part of the learning process for a new teacher (Creswell, 2012). It is imperative that a veteran teacher helps guide a new teacher through the rigors of becoming an expert in curriculum, classroom management, and school politics (O'Dell, 1990). Without the help of a mentor, it is difficult for any individual in any profession to succeed, especially education (Whitebook and Bellm, 2013).

History of Mentoring

In order to understand the relationships and challenges within mentoring, the knowledge of how the history of mentoring was formed and where it is today has to be discussed. Bollard (2013) discusses the importance of mentoring and how it exists in the twenty first century in the K-12 setting. With a look back at the beginning of mentoring, the reader is able to acquire a greater understanding of how mentoring began, how it is used today, and the outlook for the future. Mentoring has evolved substantially since the start of professionally documented mentoring has begun. The researcher will analyze the growth of mentoring since its first documentation. The current literature on educational

mentoring is a valuable resource for the researcher to use for the current study on the positive qualities in a successful mentorship. However, while the article aforementioned discusses the theory and implementation of mentoring, it is lacking in educational concepts, so it is difficult for the researcher to use for pedagogical purposes.

Harlin, Murray, and Shea (2012) build on the history of mentoring by discussing new techniques being used in the educational field. The study focuses on mentoring new teachers to become familiar with new pedagogical techniques used in the classroom. It was interesting to see that Harlin, Murray, and Shea (2010) believe that colleges are currently not preparing teachers for the environment in which they will be teaching. Literature has shown that teacher preparation is not current and teachers are not prepared to teach students with the shortcomings of today. A veteran teacher who is familiar with the new pedagogical approach and current literature can be an excellent source of information for a new teacher. The information used for this study by Harlin, Murray, and Shea (2012) came from a case study of qualitative research across several different school districts.

In a different case study, Livingston (2013) introduces the role of the mentor and mentee to the reader. Anyone who will be researching mentoring needs to understand the point of view of the mentor and the point of view of the mentee. Without knowing how each participant will react can be detrimental to any study being attempted. The researcher will use this resource to explain how to view each part of the process.

McCaughtry, Cothran, Kulinna, Martin, & Faust (2012) expand upon Livingston's

research and discuss the view of mentoring over time from a strictly literary perspective. The authors also shared similar views of Hobson, Malderez, Ashby, & Tomlinson.

Hobson, Malderez, Ashby, & Tomlinson (2012) highlight the history of mentoring by discussing what has been documented and what still has yet to be learned. It is important to note how much we lack in knowledge about mentoring. Additionally, there is still a large amount to learn about how the process works for each part of the mentorship involved. The information garnered in this study was collected through personal interviews and qualitative research done across many different schools and states. The authors found by interviewing different mentors and mentees that while many of them were excited about the mentoring experience, many were also not versed well in the literature or expectations. This was an unexpected finding for the researcher and underlines larger issues within mentoring. It was found that there is a large amount of confusion among mentees and mentors when trying to choose the correct procedure to mentor.

Other studies also contributed to the research in different ways. One of the most interesting studies that were used is peer mentoring. Peer mentoring is a subject that is gaining attention in the field of mentoring. As Zimpher (2012) notes, one way the peer mentoring model has been used is when first year teachers mentor one another and discuss how they can both improve in their content knowledge and pedagogical approach. It should be noted, however, that the term peer mentoring can also be included in veteran and novice teacher mentor relationship because they are both peers of one another.

While peer mentoring can work in a small school setting, Martin and Johnston (2013) describe mentoring through partnerships as another way to use the educational mentoring model. In this approach, individuals across different schools, states, or even countries try to connect and build a mentorship at a distance. The logistics of this approach are the biggest challenge when trying to make the mentorship pairing (Martin and Johnston, 2013). The majority of conversations must happen over email and telephone. This can become a troublesome task if the mentee and the mentor do not reside in the same time zone or have different schedules. This can also lead to extended periods of time where the mentee and the mentor do not discuss their experiences with each other (Martin and Johnston, 2013).

In moving on from partnerships, Whitaker (2013) discusses how helping mentees is essential to ensuring better teachers in the present and future. The current research within mentoring is looking at new ways to have individuals use technology and new approaches to enable a positive experience in the mentorship. Without discussing the history of mentoring, it is difficult to understand the different approaches that were used and where the future of mentoring will go. It also is advantageous for the mentee and mentor to have information to draw upon as they go through their time together.

It is the hope of the researcher to be able to negate some of the current gaps in the research. The researcher will look to correct the gaps in literature by finding the positive qualities in a mentorship that breed success. One prominent study that the researcher focused on to find the gaps created was the 2010 study completed by Morina (2013). In this study, Morina (2013) found that most individuals found mentoring programs to be

ineffective. In attempting to find the positive qualities that breed success in a mentoring program, it is also important to focus on the goal of collaboration between the mentee and the mentor.

Collaboration

The positive relationship that develops between a first year teacher and mentor is instrumental to the success of the first year teacher (Whitebook and Bellm, 2013). In education, mentoring is an intricate part of the learning process for a new teacher (Creswell, 2012). It is imperative that a veteran teacher helps guide a new teacher through the rigors of becoming an expert in content matter, classroom management, and school politics. Without the help of a mentor, it is difficult for any individual in any profession to succeed, especially education (Whitebook and Bellm, 2013). . A first year teacher who is forced to work on their own is not likely to succeed in the new environment due to little experience and a sense of being overwhelmed (Whitebook and Bellm, 2013). As described in the research by Aderibigbe (2013), student and mentor collaboration is needed to be successful in a mentorship. Unfortunately, current mentoring systems are lacking across the globe in explaining the procedure needed for success (Aderibigbe, 2013). There are too many variables left that are not explicitly stated to the mentor. In addition, the mentee is also sometimes confused by what the mentor is trying to explain because of their inexperience. While these issues may seem trivial, it is not the case when the prescribed plan of action for the mentor and mentee is not followed. Aderibigbe (2013) also discusses the importance of interaction between the mentor and the mentee as they begin to collaborate. The use of instant, effective feedback from

individuals involved in the process is crucial to understanding what has been successful and what needs improvement (Aderibigbe, 2013). In the study produced by Aderibigbe (2013), there were four groups of teachers used from two separate schools. Ethical guidelines were used in the data collection process and a wealth of knowledge was gained concerning the needs and wants of both sides (Aderibigbe, 2013). The study by Aderibigbe (2013) did lack quantitative analysis that was needed in order to strengthen the qualitative results.

Building on the study by Aderibigbe (2013) and Daresh (2012) discuss the unique idea of mentoring teachers who are not new to the profession. The method used by Daresh (2012) was to interview teachers who took part in the program as mentors and mentees. The researcher believes that a large amount can be learned from comparing the study by Aderibigbe (2013) and Daresh (2012). If the results and analysis taken from the Daresh (2012) study of veteran teachers being mentored is used properly, it can really help the mentors and mentees that are new to the experience (Daresh, 2012). The experiences, language used, and analysis done by mentors and mentees can be instrumental in making the mentor process more effective. The veteran teacher mentor program can also benefit from using some of the techniques demonstrated in the first year teach mentoring program, as well. Furthermore, the process of becoming a better teacher and using professional development properly can also result in a wealth of support for the continuation of successful mentoring. (Whitebook and Bellm, 2013).

O'Dell (2012) examined what statement the mentor program can make to the first year teacher. O'Dell (2012) used interviews across many different schools to analyze

how first year teachers felt when discussing their experience with their mentors. The results were expectedly mixed and had many positive and negative comments. Many first year teachers explained that a screening process or a meeting with several candidates would have made their experience better (O'Dell, 2012). The logistical process in being able to "interview" and place mentors with mentees that have similar personalities would add considerable time and effort to the administrator in charge of this. However, with the amount of individuals in this particular study who discussed it, it is worth noting for future mentor programs to consider.

An additional study on the importance of the collaboration between the mentor and the mentee was performed by Mavroulis (2013) and Oliver (2012). Mavroulis (2013) and Oliver (2012) both discuss the impact of mentor and mentee collaborative process upon the mentees performance in the classroom. It is alarming that the collaborative process between the mentor and the mentee are so profound that they can have such a large impact on the mentees performance on a day to day basis. For example, Mavroulis (2013) notes that in one pairing witnessed, the growth of the mentee in their classroom management was apparent by the lack of disruptions as time went on during the year. When asked, the mentee discussed that the mentor was able to give them helpful ideas on how to handle disruptive students. It is important that the impact of the collaborative process for the mentee and the mentor is not ignored and should be engaged early in the mentorship. It would be beneficial to have a standard set of steps for the mentor to follow in trying to understand the concerns of the mentee (Mavroulis, 2013). Furthermore, as Oliver (2013) notes, the mentee needs to feel that the mentor understands them when they share their concerns about their experience. The mentor cannot be aloof

or overbearing for their part in the relationship because it can lead to the mentee disconnecting from their mentor (Oliver, 2013). The methodology used was qualitative and was based on mentor and mentee interviews. Mavroulis' study should be taken seriously and understood that this is the basis for all mentoring. The collaborative process between the mentor and mentee is one of the most basic components that must exist for a positive mentoring experience to occur.

The current research in collaboration reflects many years of academic work that has spanned many different fields of study. One example is psycholinguists Herb Clark and Deanna Wilkes-Gibbs (2012) whom stated that individuals involved in conversation act together in establishing meaning for their purpose. When this theory is used in identifying the positive qualities in a mentorship that breed success, it shows how the interaction between a mentor and a mentee is beneficial to both parties. In the study that will be undertaken by the researcher, a large portion of the study focuses on interactions between the mentor and the mentee (Clark and Wilkes-Gibbs, 2012). The interactions between a mentor and a mentee can indicate the advancement of pedagogy used by the mentee in the classroom.

When looking at specific collaboration within the field of education, the collaborative model of teaching is one that is used often. There are six different methods to collaborative teaching in education, and each of these can be used effectively in a mentor and mentee relationship (Zelkowitz, 2008). The first method is to have one individual teach and one individual observe (Zelkowitz, 2008). This method is effective when using the mentee to teach while the mentor observes their actions in the classroom.

The mentor can use this time to write down positive and negative moments in the teaching done by the mentee. When the lesson has concluded, the mentee and the mentor can discuss the findings of the mentor so the mentee knows where they have excelled and what they can improve upon.

The second method of collaboration for the mentee and the mentor is to have the mentor or mentee teach and the other individual assist in the process. This collaborative model can be effective because both individuals are a part of the teaching process (Zelkowitz, 2008). The mentor can help the mentee in the act of teaching and enable them to correct mistakes immediately during their lesson. One danger of this method, however, is that it can lead to consistent interruptions in the delivery of the teacher to the students.

Rotational collaboration is another way to connect the mentee and mentor with the teaching process. In rotational collaboration, the mentee and the mentor make their way around the room to different stations where students are instructed (Zelkowitz, 2008). This is best to give the mentee and mentor a smaller size group to instruct. Another advantage for the instructors is to be able to take brief moments in the lesson and monitor progress between one another. Furthermore, it also allows for different interactions with different types of groups (i.e. low level learners). Again, the only drawback is potentially missing what the mentor may see during an observation.

As the relationship between the mentor and the mentee grows, the pair may try to evolve their professional relationship by becoming co-teachers. In co-teaching models, each part of the pair instructs the students by either leading the lesson or reinforcing the

point made by the other instructor (Zelkowitz, 2008). This is the peak of collaborative teaching models because it involves both teachers equally. This is beneficial to the students because it allows two different styles of teaching and an immediate reinforcement of material. This can be effective practice for the mentor and the mentee to develop because it enables both of the individuals in the relationship to work together.

It is the belief of the researcher that the collaboration between the mentor and mentee will evolve their mentor relationship. This can only help the mentor and mentee to understand and learn from one another better.

Pedagogy

The best way to become a better educator is to improve the content knowledge and pedagogy of the instructor (Danielson, 2014). The first year teacher needs to understand the many different theories they learned in their education coursework and transfer it to the teaching experience. The veteran mentor can help the mentee perform their best with the infusion of theorists such as Bloom, Skinner, Rogers, Keller, and Strong (Danielson, 2014).

Most educators would agree that one of the first theorists discussed in educational coursework is Benjamin Bloom. Bloom is responsible for Bloom's taxonomy (TES, 2010). Benjamin Bloom developed three distinct domains. The cognitive domain covers intellectual capability, such as knowledge or the ability to think (TES, 2010). The affective domain looked at feelings, emotions and behavior (attitude and motivation) and the psychomotor domain covered manual and physical skills (TES, 2010). Using the

information that Bloom developed, an educator can understand the class they are attempting to instruct and better serve the individual needs of each student.

While Bloom is an excellent initial focus for understanding the level at which a student is learning, B.F. Skinner noted that an educator must also understand the link between learning and behavior (TES, 2010). B.F. Skinner made links between learning and behavior, such as responding to a stimulus produces a consequence (TES, 2010). So, when pupils display behaviors we want, we reward them to reinforce that behavior (TES, 2010). For example, you could allow pupils to read quietly if they complete all their work rather than giving them more work to do, as this can result in negative reinforcement with children not completing their initial work to avoid having to do extra work. Behavior management resembles the theories created by Pavlov (TES, 2010). However, it uses the principle of allowing for correcting behaviors rather than reinforcing bad practices. By doing this, there is an incentive to fix the issue, and the student can learn how to continue to avoid the bad practice in the future (TES, 2010).

With the history of learning and behavior management in place, the educator can focus on understanding new ways for the student to learn. Carl Rogers presents this idea by placing the teacher as the facilitator rather than the lecturer. Rogers believed that teachers should create a learning environment where students would grow to enjoy learning (TES, 2010). He also found that students enjoyed classrooms where they collaborated, did their own investigations, and taught each other much more rather than receiving direct instruction (TES, 2010). By creating a sense of ownership for the student, the teacher enjoys a more successful classroom (TES, 2010).

One of the most difficult things to do for any educator (or facilitator) is to motivate the students in the classroom. John Keller produced a great means to do so by creating the Attention, Relevance, Confidence, and Satisfaction (ARCS) model for positive learning (TES, 2010). Keller, building on principles set forth by Abraham Maslow, said that behavior is based on the needs of the individual (TES, 2010). The educator can use the techniques brought forward by Keller to achieve success in the classroom. The first year teacher is in need of using varied approaches to achieve success and improvement in their second year.

Overall, the most important theorist in current education practice for the first year teacher is Charlotte Danielson. The reason why the researcher believes that Charlotte Danielson is of such importance is because Jamestown Township uses her model to evaluate teachers. Jamestown Township has chosen to use portions of Charlotte Danielson's theory of evaluation for how they will measure the success of each teacher in each school. The four domains are separated in 22 different components that form the framework for successful instruction. In addition, these components are linked to INTASC standards and are grounded in a constructivist view (Danielson, 2014). If the teacher is to be successful, they must meet or exceed the guidelines set forth by Danielson.

Mentoring in Practice

Mentoring is used in education as a way for the novice teacher to begin to reach their potential. Pedagogy is important part of this because it is a major part of the teaching process. The first year teacher, and all other teachers in New Jersey, is

evaluated on the effectiveness of their pedagogy (NJ, 2014). It is necessary to show improvement as a first year teacher to ensure they are retained for subsequent years and eventually reach tenure within the school district at which they are employed.

Marker, Lassiter, & Mitchall (2013) discuss mentoring in practice by examining how to ensure integrity in a mentoring program. While this may seem like something that is simple, it proves to be a problem for many institutions. Marker, Lassiter, & Mitchall (2013) found that many of the relationships were either extremely unhealthy or too healthy. The unhealthy relationships did not have much interaction between the mentee and the mentor, while the healthy relationships became too friendly and constructive criticism was not given to the mentee. Integrity has to be ensured by keeping the relationship business oriented and connected to the mentoring and learning process. The researcher believes it is vital for the integrity of the mentoring relationship to remain if the study is to be productive and verifiable.

The use of mentoring in practice is also examined by Dierking and Fox (2012). Dierking and Fox examine how individuals can change the way they teach. In researching mentoring in the education setting, sometimes individuals that have served their internship have adapted bad habits that need to be transformed or no longer used. Fortunately, with an outlook or resource such as a mentor, one can examine how to attempt to transform and improve an instructors approach to teaching. This is essential when examining the professional improvement that should take place as the mentoring relationship matures throughout the school year. Dierking and Fox (2012) interviewed multiple subjects and discussed with them how to improve their teaching. Many first

year teachers noted that some bad habits they had developed had been from their mentor. While mentoring is normally thought of as a necessity and positive experience, this shows how even the best intentions cannot work favorably. Danielson (2014) adds that this can be corrected with a professional development implementation of a less structured mentoring program for the years following the first year of teaching. This program would follow the first year teachers until they are tenured. With a different collection of mentors each year, the teacher can decide which habits to use and which habits do not fit their mold. This program would give the teacher the best chance for success with additional resources if needed. When looking at the researcher's study, it will be important what other interactions the mentee has with other teachers who can offer their support or suggestions, and how the first year teacher is able to incorporate them in their teaching.

Being able to turn the theory learned into practice is an integral part of the mentoring process succeeding for the first year teacher (Leong, 2013). Leong (2013) examines how teachers can be effective when given the proper tools to succeed. The first year teacher needs to harness various skills. These include content mastery, pedagogy, and an ability to collaborate with their mentor. Leong researched the different approaches used by teachers by interviewing different teachers in different subject areas, in addition to scholarly resources. Leong (2013) also exclaimed that the mentor must guide the mentee through the first painful steps in the teaching profession. As Leong (2013) said, "Each new day provides a tremendous amount of stress and struggle that can ultimately lead to success or failure for the first year teacher." The use of interviewing, as well as scholarly research, was the first of its kind used by the mentor for the review.

In using different approaches to be successful, Nam and Go (2013) examine how effective mentoring and collaboration in practice works for first year science teachers. While the study by Nam and Go took place across in a different geological setting (Asia) and only in two classrooms, the results were still viable. Nam and Go (2013) found that having an effective mentor was paramount to the success of a teacher. The effective mentor was one who scored highly in an evaluation given by administration. The evaluation summarizes the duties of the mentor, as well as tests the knowledge of the mentor in curriculum and pedagogy. The United States may benefit from a similar structure used across the country.

Feiman-Nemser (2013) examines a comparison between two different mentoring programs in their geographic area. When examining these cases, it is important to analyze how different a mentoring experience can be from one experience to another and from one location to another. Each case used evidence observed from meeting with different mentors and mentees, as well as interviews of each individual mentor or mentee apart from one another. Feinman-Nemser (2013) exclaimed that the difference between each program was so stark that it was difficult to understand how each of them both believed they were "mentoring." It is imperative that there is a standardized process and procedure to the mentoring experience so that each individual who experiences mentoring can have a similar experience to the person in the classroom next door doing the same. It is important to remember that it is difficult to measure success when each individual institution has a different structure to a program.

The art of teaching with different approaches is at the forefront of what the mentee is looking to perfect. The mentor has the experience and understanding that needs to be transferred to the mentee (Feinman-Nemser, 2013). In addition, the literature on pedagogy can really help the mentee understand what is expected and how their teaching can be improved effectively (Leong, 2013).

Conclusion

Educational mentoring is essential for new teachers as they enter a profession that they are unfamiliar with. Mentoring is used in education as a way for the novice teacher to begin to reach their potential. Pedagogy is important part of this because it is a major part of the teaching process. The practice of education is unlike any other profession in the world because it is how we prepare future generations to become productive citizens. It can be trying, difficult, and tumultuous. One of the greatest challenges of being a teacher is trying to instruct each student through differentiated instruction. With so many different learning styles and abilities inside of a classroom, it can be difficult keeping each student engaged in the learning process. This can lead to disputes and frustration in the classroom by the instructor, as well as the student (Dierking, 2014). However, the practice of education can also be rewarding, exciting, and cheerful. It has been noted by individuals such as Leong (2013) and others that being an educator is one of the most self-rewarding professions practiced today. In addition, many educators thrive on knowing they were able to make a difference in just one student's life (Leong, 2013). The individuals who become a mentee or a mentor and go through a positive mentoring process become more prepared to succeed in the teaching profession. By examining ways

to improve the mentoring process through positive qualities that are associated with a successful mentoring program, the educational pathway of a new teacher can continue to evolve.

CHAPTER 3: RESEARCH METHODOLOGY

Introduction

Madison High School does not have a standardized or procedural program in place for the mentoring of first year teachers. Thus, many mentors are not properly prepared to mentor first year teachers. In addition, the mentees are confused by what is expected of them during the first year mentoring and are often placed with incompatible mentors. This is the result of inadequate preparation after a pilot mentorship program that took place in prior years. Madison High School is in need of a standardized mentorship program that satisfies the requirements as defined by the literature of improving first year teacher instruction. At the crux of the issue is the research question that is to be explored. The research question is what are the qualities associated with a positive mentee and mentor relationship?

This chapter examines the research design, rationale, and method of conducting the study. Madison High School and its student population are at the forefront of why it was selected as the location for the researcher's study. The researcher will examine the change that takes place over time for the first year teacher. The chapter will conclude with the ethical considerations.

Research Question

What qualities are associated with a positive mentee and mentor relationship?

Research Design and Rationale

The research design used by the researcher was a qualitative case study. The study focused on what qualities establish a positive mentor and mentee relationship and breed success.

As suggested by Creswell (2012), interviews were conducted with the mentee and the mentor before the pairing of the mentee and mentor were made, during the actual mentoring experience, and when the experience had concluded. The mentoring experience encompassed collaboration, and discussions of pedagogy. The mentee and mentor responded to interview questions created by the researcher to share their experiences during the mentoring program. Creswell (2012) suggests this method is the best way to obtain primary knowledge from the mentor and mentee.

The interview questions were semi structured in nature that began as general questions and continued to become more specific as the interview evolved. The mentoring experience lasted one calendar school year from September to May. The mentor and mentee met in a small, quiet conference room where distractions were to be at a minimum, as suggested by Moustakas (2006). The researcher used theory sampling because it provided answers to the question of what an effective mentor provided for the mentee and what positive qualities enveloped a successful mentorship (Moustakas, 2006).

Additionally, the researcher sought to find if there was a beneficial relationship for the mentor as there was for the mentee. With this information obtained by the researcher, the study enabled the understanding of what positive qualities envelope a successful mentorship.

The design of the study was a qualitative study as described by Moustakas (2006) that allows the researcher to be an active learner and tell the story from the view of participants who have been a part of the experience. The emerging interview design is compatible with such research and served as the data collection instrument. Because induction into the teaching profession is a very personal experience, the qualitative research approach to studying the mentoring aspect of the induction process was particularly appropriate. Qualitative research lends itself to the interview as a primary source of data collection (Creswell, 2011). Thus, individual interviews using the emerging interview design were used to collect all qualitative data (see Appendix A-E). This led the researcher to choose the site and population for the study.

Site

The Jamestown Township School District has changed drastically in its demographic during the past decade (JTBOE, 2005-2015). Jamestown is made up of numerous elementary schools, a small number of middle schools, and small number of high schools. There are also numerous private schools available in and around the township (JTBOE, 2009). The district struggles with diversity, especially at the high school level. Jamestown has three very different high schools in its district with different demographics. Jamestown High School East is a mainly Caucasian school that is known

for its excellence in sports and academics when compared to other Jamestown secondary schools. However, Jamestown High School South and Jamestown Technical High School are not known for their excellence in either area. Actually, both of these high schools have lagged behind their higher achieving neighbor Jamestown High School East (NJ School Report Card, 2014). Jamestown Technical High School, known as Madison, is the site where the study will take place.

Population

The population of Madison High School is extremely diverse (see Table 1.1). At Madison High School there are over 20 different languages spoken and every major race is almost equally represented. Students from households making over \$150,000 a year are joined with households well below the poverty level (NJ School Report Card, 2014). The school climate is always different from year to year, month to month, and day to day. However, most students do not see each other in this light and treat each other as respected classmates, regardless of race or social class.

The staff at each of the three high schools does not reflect the population they are teaching, either. Each of the three high schools has a teacher population over 85% Caucasian (JTBOE, 2012). While this has yet to be a point of contention in the district amongst students and staff, the community has pushed for more diversity amongst the staff. This was exemplified by the presence of the NAACP at JTBOE meetings last year (JTBOE, 2012).

Table 1. Jamestown School District Demographics by High School (2014 NJ School Report Card)

	Madison High School	Jamestown South	Jamestown Technical
White	33%	79%	48%
African American	34%	4%	19%
Hispanic	25%	8%	26%
Other	8%	9%	7%

The researcher was granted access to use Madison High School by the principal of the institution. The researcher has been a teacher at the institution for the past seven years. The researcher also attended Madison High School and has been a fixture in the community for many years. This familiar territory should give the researcher an advantage of familiarity when conducting the experiment. In addition, the researcher was granted the ability to use the data from the study, after gaining permission from the principal of the building for each step in the procedure proposed.

Description of Sample

Prior to the start of the study, the issues that were facing the mentoring structure at the high school were discussed. They were discussed via the researcher and the principal, the researcher and the supervisor of mentoring, and between the supervisor of mentoring and the supervisor of secondary education. To build a better mentoring program, the researcher reached out to each of the three individuals that the process was discussed with and tried to develop a case study to improve the program at the high

school that could be used throughout the district. The school principal designed the program to begin at the start of the school year in September 2014. The improvement of the mentoring program at the high school to determine the positive qualities in a mentorship consisted of four participants. Each participant was certified to teach ninth through twelfth grades. All participants were current and active teachers at the high school.

The researcher then approached each participant in the study in early September 2014 to identify those who would be interested in working with the researcher on the study. Four teachers agreed to participate in the study and take part in each facet that was included. The teachers also agreed to the criteria presented by the researcher.

As shown in table 1.2, participants were assigned pseudonyms. Each teacher's age was also + or – three years to ensure complete anonymity. The age of the teacher in the study was not a factor in determining results, and was thus manipulated.

Table 2. Teacher Participation Demographics

Mentee and Mentor Information					
Participant	Subject	Experience	Gender	Age	Race
A	English Special Education	0 years	Female	23	Caucasian
AA	Math Special Education	18 years	Male	40	Caucasian
B	History	10 years	Female	32	Caucasian
BB	English Special Education	0 years	Female	23	Caucasian

Demographic of Research Sample

The teachers who were interested in joining the study mirrored the researcher's passion of the program. One teacher who was interested in participating in the study stated, "I really want to see the mentor program improved. It is important for the future of this school, as well as the school district to get this right!" Another teacher expressed her desire to participate in the study because she would like to see others benefit from a positive mentoring experience.

"The change I want to see in this program is for teachers to a get better understanding of the importance of the first year of teaching. Classroom management, lesson planning and just the daily grind of the career is something that needs to be understood early on to make sure someone is successful. Although some nuances of mentoring may be frustrating, without it many of us either wouldn't have a career or would be lost in it."

Each of the four teachers participated in three one-on-one interviews. Each interview took approximately 30-45 minutes and was conducted after school hours in their respective classroom. Each teacher also participated in two observations by their mentor or mentee, keeping a written log, and completing the interview process.

Research Methods

This study used a qualitative, case study approach. According to Hancock and Algozzine (2006), qualitative research is most suitable for inductive research, where data

is gathered to build theories and explain phenomenon rather than by testing a hypothesis. In this study, qualitative research was used to understand the relationship between the mentors and the mentees and to identify the positive qualities in a successful mentorship. More specifically, this study used a case study method that focused on the mentors and mentees at Madison High School. Case studies are commonly used in education to help explain contemporary phenomenon and used to explore systems through in-depth data collection (Creswell, 2011).

Madison High School was chosen because the administration offered support to the researcher to conduct the interviews. In addition, the relationships that have been formed at the school with the administration and faculty allowed the researcher to have more of the staff volunteer to be a part of the study than if the researcher had used an alternative setting. Additionally, through numerous discussions with the administration previously, it was determined that a more procedural mentoring program that identified best practices and the best qualities to exhibit in a mentorship was needed. The administration agreed that identifying the positive qualities in a successful mentorship would benefit the large amount of new staff in the building.

Mentoring first year teachers is described as a point of mass confusion in the Jamestown Township School District by many former mentees and mentors. While the entire district is suffering from this issue, the positive qualities in a mentorship are to be identified at Madison High School. Using a smaller setting and less mentors and mentees, the positive qualities are attempted to be observed at a smaller or limited level and then brought to the large scale of the entire district at the conclusion of the study

(Creswell, 2012). It was incumbent upon the district supervisor of mentoring to work with the researcher to obtain the desired results ethically.

The population of the teachers that the researcher drew from was varied. The varied approach was used in order to ensure a randomized approach (Moustakas, 2006). Current research suggests that this was the best practice to use to ensure authentic results (Creswell, 2012). All first year teacher mentees that were involved in the study had just graduated from college (JTBOE, 2014). However, each graduated from a different college in the area that was accredited by The National Council for the Accreditation of Teacher Education (JTBOE, 2014). Through independent research, the researcher was able to find that each teacher's preparation program was similar in curriculum and structure since each was NCATE accredited and certified. This information was essential to keeping the mentee group homogenous in nature. All mentees also each asserted that this was their first teaching assignment and first mentoring experience (JTBOE, 2014). The number and gender of the mentee and mentor participants included two males and two females (JTBOE, 2014). The mentors ranged in experience from eight to twenty-three years (JTBOE, 2014). Each mentor's subject area was the same as his or her mentee (JTBOE, 2014). However, it should be noted that the special education pairing had a mentor whose content area is mathematics and a mentee whose content area is English (JTBOE, 2014). The reason for this pairing was because the special education designation supersedes the content area that each teacher instructs. Jamestown Township considers the role of the student as being classified as more important in pairing than the subject material when pairing special education mentoring relationships (JTBOE, 2014).

The first year teacher mentor program had procedural problems that arose with the mentee and the mentor. Looking at complaints that have been discussed over the past two years, the mentors complained about the structure of the mentoring program (JTBOE, 2014). One example of such an issue was a feeling of not knowing what to do, procedurally, from hour to hour, day to day, and month to month (JTBOE, 2014). The mentors were not given a handbook or guidelines to govern their practice, and therefore, had a difficult time meeting the goal of mentoring the first year teacher (JTBOE, 2014). However, the first year teachers were also not happy with their experiences as a part of the first year teacher mentoring program (JTBOE, 2014). The most frequent complaints were that the first year teacher and mentor had clashes on philosophy because the veteran teacher was unfamiliar with new pedagogy used by the first year teacher (JTBOE, 2014). In addition, many of the first year teachers were not satisfied with the time given to them by their mentors (JTBOE, 2014). A combination of a mentor who is not familiar with newer pedagogy and who did not put the time or care into the experience led to disgruntled and frustrated new teachers.

The participants in this study included two mentees and two mentors who work at Madison High School for the 2014-2015 school year. As shown in Table 1.3 (see below), Madison High School is one of the most diverse institutions in the state of New Jersey (JBOE, 2015). Currently, Madison High School's student population comprises 34% African-American, 33% Caucasian, 27% Latino, and 6% Other (NJ School Report Card, 2014). Madison High School enrolls approximately 1,200 students and 100 teachers in grades 9-12 (MBOE, 2015). The staff at Madison High School is 90% Caucasian, 5% African-American, 4% Latino, and 1% other (JBOE, 2015). The school serves as one of

the three high schools in the township and contains an array of offerings for students in the core subject areas (JBOE, 2015)

Table 3. Madison High School Staff and Student Demographics

	Caucasian	African-American	Latino	Other
Students	33%	34%	27%	6%
Staff	90%	5%	4%	1%

As Hancock and Algozine (2006) suggest, between three to five individuals for a case study is the suggested sample size needed. The participants were three Caucasian females and one Caucasian male. Participant one, known as A, was a female special education English mentee teacher. Participant two, known as B was a female history mentee teacher. Participant three, known as AA, was a male special education math mentor teacher, who is also the department chairperson. And participant four, known as BB, was a female English mentor teacher. Participant one is a mentee paired with participant three who is the mentor, while participant two is a mentee paired with participant four who is the mentor. The participants also ranged from 23 to 40 years old with as little no experience teaching to 18 years in teaching students in the secondary setting.

The participants in the study shared no common planning or lunch periods. This made meeting with each other incredibly difficult due to other obligations each member of the study had. In addition, the mentor and mentee relationships were not paired in common content areas, which meant they were unable to meet before or after school at their respective content meetings because of their obligations to different departments. However, the classroom management for each pairing was similar and beneficial for each novice teacher.

Description of Research Methods

Each research method used was a large part of the overall study. By using triangulation, as suggested by Hancock and Algozinne (2006), the researcher was able to connect the three methods of research in the study to show the positive qualities in a mentorship that breed success. The qualitative, case study primarily gathered information by using the one to one interviews, analysis of artifacts, and observations, as suggested by Hancock and Algozinne (2006).

One to one interviews were separately conducted with the mentor and mentee. The interviews were conducted using the protocol in Appendix A through C. The interviews were conducted at Madison High School and lasted approximately 60 minutes. Occasionally, there were follow up questions asked. All interviews were transcribed and coded. One example of a one to one interview is below sampled from Appendix A and B for the mentee and mentor, respectively (see Appendix A and Appendix B).

The use of one to one interviews was used to find the qualities that exist in a positive mentee and mentor relationship. After transcribing each interview, the

researcher was able to find the major themes that existed in each interview. This was done after coding the information that existed within the interviews. (Harris & Crocker, 2012)

The analysis of artifact reviews were conducted by gathering relevant artifacts related to the training and qualifications of the mentees and mentors at the institution. Madison High School was asked to share the background of each mentor and mentee, which subject they taught, their prior knowledge of the process, and their expectations as shown in Table 1.4. Table 1.4 below outlines this for each individual in the study:

Table 4. Mentee and Mentor Demographic and Professional Information

Mentee and Mentor Information					
Participant	Subject	Experience	Gender	Age	Race
A	English Special Education	0 years	Female	23	Caucasian
AA	Math Special Education	18 years	Male	40	Caucasian
B	History	10 years	Female	32	Caucasian
BB	English Special Education	0 years	Female	23	Caucasian

The analysis of artifacts were important to note to understand the experience, or lack thereof, of each individual who was a part of the study. In addition, the subject area is equally important because it becomes a factor for the mentee and mentor relationships involved. As Markar, Mitchall, & Lassiter (2012) noted, the demographics of a mentor

and mentee program can greatly affect the ultimate outcome because of how human interaction can take its course. Additionally, the analysis of artifacts provides a baseline understanding of what each participant represents, as suggested by Leung (2012).

The researcher observed the interactions between the mentor and mentee when they had their meetings. The researcher observed the meetings in the classroom of the mentor or the mentee by transcribing interviews and discussions that the mentee and mentor had.

The observation of the mentee and mentor interaction by the researcher was important because it provided additional details of their interaction that may have been missed if only reported by the subjects themselves. The facial expressions, notes taken by each mentee or mentor, and discussions that were had before or after the mentor and mentee meetings became a part of the overall analysis of the study. This information provided additional resources when performing data analysis to find what qualities exist in a positive mentor and mentee relationship.

Data Analysis Procedures

Both the researcher and an independent individual transcribed each of the interviews. The transcriptions were compared and any discrepancies were reconciled by both the researcher and the independent person who listened to the portion of the tape on which the discrepant understandings appeared. Discrepancies were reconciled by performing playback three separate times and comparing notes between the independent person and the researcher. In all cases, after three playbacks of the material, the researcher and the independent person agreed on the interpretation of the discrepancy. Participants reviewed the transcript of their interview to ensure the accuracy of their

statements. Transcriptions of participants' responses were searched for themes and commonalities in the perceptions of beginning teachers and veteran teachers as reflected by responses to the emerging interview design. Conclusions were drawn to answer the lone research question that addressed the qualities of a positive mentor and mentee relationship. Comparisons could easily be made to determine similarities and differences in perceptions of the mentors and mentees.

All qualitative data was first read to gain an essence of the experience as described by the teachers. The researcher began data analysis with the researcher following a systematic procedure that required the researcher to narrow the transcript to significant statements (narrow units) in order to obtain broader themes (meaning units). The significant statements were organized and reread for patterns of key issues, reoccurring events, or activities. "Similar, to phenomenology, grounded theory uses detailed procedures for analysis, it consists of three phases of coding, open, axial, and selective" (Creswell, 2013). A detailed analysis continued using a coding process. Coding is the process "aggregating the text or visual data into small categories of information, seeking evidence for code from different databases being used in a study, and then assigning a label to the code" (Creswell, 2007, p. 184). This consisted of the researcher taking the raw interview transcripts and creating categories based on emerging patterns in the data. These categories were given descriptor phrases or codes (Creswell, 2012). These codes were not pre-assigned rather they were identified as they emerge from the data collected. Following the identification of the categories the procedure for analysis involved the researcher defining themes that emerged as a result of the grouping and regrouping with supporting quotes from the various categories identified. The researcher

proceeded to reduce the largely broad themes into three major themes.

Many qualitative researchers use a generic approach to coding. The procedure used in this study was a generic style. Creswell (2009) stated “often we see qualitative data analysis reported in journal articles and books that is a generic form of analysis. In this approach, the researcher collects qualitative data, analyzes it for themes or perspectives, and reports 3-5 themes” (p. 184). Thematic analysis was used after all interviews were transcribed and color coded for organization by theme (Hancock and Algozinne, 2006). The researcher began the data analysis after conducting the first interview and this was a continual process while data collection continued. Data was collected and analyzed to understand mentee and mentor perceptions of their teacher mentoring program. Inductive and deductive analysis was used to identify patterns and themes from the data. Data analysis was conducted through coding and theming of data. Material from the study was analyzed, examined, and constantly compared collected data and placed them into categories (Creswell, 2009).

Responses to the open-ended questions were analyzed using qualitative, validated coding procedures as this ensures accuracy in reporting results, themes, and emerging patterns in data (Creswell, 2009). Responses offered by participants were also analyzed to identify whether any concerns were expressed more by some mentors and mentees than others. Data was then coded and categorized based upon mentee and mentor perceptions of the strengths and weaknesses of their teacher mentoring program, the mentoring strategies used, and how their mentoring program could be improved. The codes were determined based on the data and served to summarize, synthesize, and sort the many comments made by the teacher participants during the interview and in the narrative

responses. The coded data were analyzed by comparing the perceptions of the various interview participants. Mentee and mentor responses were compared in the search for similarities and differences. Coding responses into themes was also helpful for identifying common ideas expressed by the participants. The researcher coded open-ended responses by creating a list of all the responses to a particular question. Next, the researcher read through the responses and identified themes that were emerging in the responses. These themes were the codes used. Then, there was a code to each response given to the research question. Every response fell into one of the code categories. Each identified the number of participants whose responses reflected the same theme. As a result, the study was able to identify certain characteristics and similarities and differences in the participants' responses. Responses to the interview questions were reported in a narrative form. The following research question was used to gain insight on the topic: What qualities are associated with a positive mentor and mentee relationship? The interview protocol consisted of questions that addressed the research question.

Data analysis was qualitative, which consisted of non-numeric data for codes, themes, and patterns found in interviews. The following steps were used as outlined by Hancock and Algozinne (2006), organized and prepared the data for analysis, read through all the data, and began detailed analysis with a coding process. Data were organized using files on my computer. The files contained codes to help identify information. Because data reporting can be time-consuming for researchers, it was necessary to summarize the results based on the frequency of responses and recurring themes. This recorded the frequency of the recurring themes among the participants. Words that represented an individual's thoughts were quoted for use as supportive

evidence of these themes in the findings. Upon review of the themes per subcategory and research question, common themes that emerged from participant responses arose. Three distinct themes emerged from the data analysis. These themes were the lack of cohesion, the need for better time management, and the need for more thorough professional development. The rationale behind collecting and analyzing data was to build a theory or concept rather than prove a claim or hypothesis (Merriam, 2009).

The researcher was able to obtain an accurate and inside view to the teacher participants' perceptions of their mentoring program. When reporting the findings, dialogue that supported the major themes was included. An accurate portrayal of teacher participants by examples of word choice was also used. To ensure accuracy of the findings, three strategies identified in literature (Creswell, 2009; Merriam, 2009) were implemented. One strategy was that of triangulation of data. Triangulation of data is when the researcher uses multiple investigators, multiple sources of data, or multiple methods to confirm the study's findings (Merriam, 2009). Triangulation involved comparing the perspectives of mentees and mentors who have different points of view through observations and interviews. Using the process of triangulation, the researcher was able to compare and contrast data, themes, and cohesions. Discrepant cases or information by noting differences in the interviews was also included. Presenting discrepant information allows the reader to see the mentees' and mentors' different perceptions (Hancock & Algozzine, 2006). Next, discrepant information that contradicts the themes identified to ensure the reliability of the findings was reported (Creswell, 2009). Two other strategies that were used to ensure the validity of the findings were that of member checking and rich, thick description (Creswell, 2009; Merriam, 2009).

Member checking was used to review interpretations drawn from the data collected, and rich, thick descriptions were used to ensure trustworthiness of the descriptions reported (Creswell, 2009). During the study, the participants read and approved the findings. Transcripts were given to each participant to review for clarity and accuracy. Each participant read his/her transcript, offered clarification, and verified that his/her experiences were accurately represented in writing. Rich, thick description allows the reader to make decisions regarding transferability (Moustakas, 1994). The description of the participants and the setting of the study were given to the participants to allow the reader to make a decision as to whether the data and findings can be transferred because of common characteristics. Transferability was also established. During the interview process of the participants, a thorough description of the participants' perceptions of their mentoring program was shared. The data were then analyzed to determine what topics needed to be included in a workshop for beginning teachers, which constitutes the actual project. The data can also provide valuable information about the teacher mentoring program to assist administrators, teacher mentoring program leaders, and other decision-makers in making changes and offering meaningful and appropriate mentoring programs. The information will offer a foundation for others interested in teacher mentoring programs that may want to utilize these findings to improve their programs and as a basis for future research.

As suggested by Margues and McCall, (2005), to establish inter-rater reliability and to address the consistency of the implementation of the coding system, the researcher collaborated with another doctoral student regarding the coding determinations. This was done to establish agreement between the researcher and the reviewer about the determined codes and themes. Employing this strategy validates reliability and confidence that the themes formed from the

codes are trustworthy. The qualitative data analysis is an essential portion of the study because the information explains the finding of the study, which leads to the stages of data collection.

Stages of Data Collection

The researcher conducted a qualitative case study. This enabled the researcher to transcribe the positive qualities of a successful mentorship. The success of the mentoring program for the future depended largely on the results of the project identifying the positive qualities needed for a successful mentorship.

The researcher began the study by meeting with the principal of Madison High School. The principal was required to give permission to the researcher to administer the project at Madison High School. However, before the principal at Madison High School could approve the study, he was required to contact the supervisor of mentoring and superintendent of schools. The supervisor of mentoring was notified of the project in order to approve the project and provide additional assistance to the researcher. The superintendent was required to approve the project because all research within schools in the district must gain his approval before beginning. In addition, the faculty union representative at Madison High School was required to approve the involvement of the teachers at the building. The faculty union representatives had to ensure that the teachers involved were not violating their contract and were not having their rights as teachers violated during the ongoing study.

Once the researcher had received approval from the aforementioned participants, the researcher was required to begin to assemble the necessary materials required to complete the study. The first piece of information that was needed was to formulate an

interview protocol for each individual that was to take part in the mentoring study. The interview questions that were posed included questions in Appendix E such as, "What is your name?" and "What subject do you teach at Madison High School?" The interview was conducted in a quiet conference room at the school after work hours. The interviewee was also notified of the need for ethical considerations and the premise that any information released to the researcher during the study would only be used for the purpose of the study and would not include names or places identified by the interviewee. The questions in the protocol provided basic information about the mentor and the mentees. The researcher sought to establish a baseline for what each mentee and mentor would learn from the mentoring experience. The researcher provided information to the mentee and mentor on what to expect from their experience and what the ultimate goal was of the study by completion of the school year.

At the conclusion of the interviewing process, there was a meeting held during the second week of school for all mentors and mentees in the program. The meeting was held in the library after work hours to ensure the confidentiality of those involved. The purpose of the meeting was to introduce the program again to the participants involved in the program and to give the principal of the school a chance to speak on the topic. The principal suggested to the researcher that a meeting in the beginning of the year would be needed to define the purpose of the program in his presence, as well as assure all participants involved in the study that they would not face any negative attention for participating in the study. Furthermore, the supervisor of the mentoring program attended the meeting to explain why she approved this study and why there was a need for the improvement in the mentoring program. Giving the educators participating in the

program a final opportunity to ask questions about the program concluded the meeting by ensuring each participant was succinct moving forward.

After concluding the first mentor program meeting, the researcher worked to create an interview protocol to be used for the qualitative portion of the study. The purpose of the interview was to find out the quality of the mentoring relationship, as it was ongoing. The study included questions in Appendix D such as, "How often have you met with your mentor?" and "Do you feel the mentoring relationship is beneficial to your teaching?" With this information in hand, the researcher identified the needs of each individual in the mentoring relationship and worked to ethically enable the relationship to prosper. Also, the researcher was able to identify potential issues and work to monitor and adjust them accordingly moving forward in the study. Ethical considerations were also properly established by the researcher to ensure the participants involved in the study anonymity was ensured so that they did not have a negative experience. The ethical considerations ensured the information garnered from the participants was factual and not altered in any way. The interviews needed to be completed every two weeks to monitor the relationships sufficiently.

The researcher worked to monitor the mentoring study by visiting with each mentor and mentee throughout the workday during each of their free time. The ability to discuss any small problems or issues as they arose ensured the study to proceed without concerns that may otherwise derail the study. In addition, the researcher was able to evaluate the information found on the interviews during meetings that will occur throughout the research study. The meeting established common ground amongst all

mentors and mentees, as well as provided updates to any new information that the researcher came upon as shown in Table 1.5.

Table 5. Stages of Data Collection

	What are the positive qualities of a mentor and mentee relationship?
Research Methods	Qualitative
Data Sources	<ul style="list-style-type: none"> • Interviews • Observations • Documents
Data Analysis	<ul style="list-style-type: none"> • Thematic coding

Also, please see Appendix D.

Ethical Considerations

The ethical considerations of the study began with the trust placed between the administration and the individuals involved in the mentoring program. The administration vowed not to use any issues that occurred in the course of the mentoring program against them (JTBOE, 2014). However, only the mentees and mentors involved in the program knew if they could proceed with this study unimpeded by their own lack of trust they may have had in the administration. A series of meetings between the administration and the mentoring program members was set to attempt to quell those fears.

Each mentor and mentee was kept anonymous and only given initials to differentiate between one another by the researcher. Later when published in the study, each mentor and mentee pairing were only known as Participant A or AA. The participants in the study were kept anonymous to avoid any unwanted attention for the participants.

In order to ensure an ethical approach was taken throughout the research, a litany of precautions were taken. The researcher, for example, clearly explained to the mentees and mentors why the study was being done, the purpose of the study, what the meaning was for the school and district, and how they were used in the study. The participants of the study will also be informed that they can choose to end their participation at any time. In compliance with IRB guidelines, the study carefully considered the primary ethical considerations as set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research* (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979), which included respect for person, beneficence, and justice.

CHAPTER 4: FINDINGS, RESULTS, AND INTERPRETATIONS

Findings

The purpose of this study was to find the positive qualities in a first year teacher mentorship program. The first year teacher mentoring program has been missing key procedural elements since its inception. It was the goal of the researcher to learn why the current mentoring system at Madison High School is not working effectively.

The researcher interviewed prior mentees and mentors to understand what was lacking in the mentor and mentee relationship. Through these interviews, the researcher identified the positive and negative side of the mentorship process thus far for these individuals. With this knowledge, the researcher was able to make recommendations to improve the quality of the mentor and mentee collaboration. Also, the researcher conducted observations of the mentee and mentor relationship to help understand the shortcomings. To implement these changes, a description of the sample population should be provided.

Observations

To better understand the teaching style and approach of their fellow mentee or mentor, the researcher conducted regular participant observations of the mentee or mentor. During these participant observations, the researcher did not interact with the participants. The role of the participant observer is to be naturalistic, a complete observer, assuming a passive stance and is uninvolved and detached while recording data from a distance (Spradly, 1980). This method was employed in order to observe the behaviors of the teachers, so each member of the mentorship could better understand how the other

individual was approaching their pedagogy. During these observed meetings the following behaviors reoccurred in the classroom:

1. Note taking
2. Socratic questioning
3. Active listening
4. Students working in small groups
5. Mentee/Mentor asking their observer for assistance at the end of the lesson
6. Strategy discussion at the end of the lesson

At the conclusion of the instructional period, each teacher was eager to share their thoughts with their partner. The mentorship pairs always made sure to meet by the end of the day they observed their partner to discuss different strategies and what they saw in the observation. Many times the observer was seen using active listening skills and trying to focus on different aspects of the teaching by their counterpart. The discussion of different strategies to use in the classroom was a topic that came up many times in various discussions. In addition, the use of the notes during the observation was also something that both individuals looked forward to using or seeing when interacting with one another. Each teacher shared that they felt they were an active participant in the meetings they had after their observations. Each mentee and mentor shared their thoughts on the observations:

Participant A: I really enjoyed discussing the different strategies that could be used in the classroom. While we are each familiar with the

different techniques that you can use to be an effective instructor, it was great to hear it from a non-evaluating peer who observed.

Participant AA: It is always great to discuss theories you have not heard or been privy to for quite a period of time. Many times we forget a lot of what was thrown at us in school.

Participant B: I really enjoyed discussing different strategies with my partner. It helps to be able to analyze your classroom and see how you can improve with minor tweaks.

Participant BB: Going into this process, if you told me I would be learning a great deal of information from just having someone observe, I would not have agreed with you.

During the discussion about the observations that occurred, it became evident to the researcher that collaboration was a large part of the post-observation meetings.

Teachers openly discussed their fears in the classroom, as well as different strategies they thought would work well. Participant A discussed how, despite the overall dissatisfaction with the mentoring experience, the observation discussions were a moment of enlightenment for her. Participant A states,

Finally, being able to see that the mentor could help me with something was a breath of fresh air. It was a moment where I could see that they were in this position at one time just like me. Before discussing their observation with me, I did not see them the say way. Ultimately, we still

did not seem to work well together, but for this small period of time I thought we made a lot of progress and it really helped to get a lot of things off my chest.

The mentoring pairs collectively completed six total observations over a four-month period. After careful discussion by each mentoring pair, a selection of four strategies became apparent. Field notes from the lessons included detailed description of the teacher and students' action, as well as the outcome from the selected strategy being used.

Using the descriptions from the classroom observations, the researcher identified four strategies that were discussed and implemented by the mentorships (see table 1.6)

Table 6. Instructional Strategies Implemented by Mentoring Pairs

Strategy	Frequency	Percent
Socratic Questioning	6	100%
Scaffolding	5	83.3%
Student Centered	5	83.3%
Connection to prior knowledge	4	66.7%

One of the most important qualities mentioned during the interviews the researcher performed was trust. By being able to effectively communicate with each other in the mentorship, they allow for trust to be built and risks to be taken that otherwise would not have occurred (Hallam, Chou, Hite, & Hite, 2012). This was also a key part of the individual interview sequence.

Individual Interviews

A portion of the data collection process consisted of the researcher conducting qualitative interviews that would yield results from teachers who experienced the phenomenon the researcher was conducting. Creswell (2012) stated when a researcher uses qualitative research; it puts the reader in the position of understanding how the subjects were part of the study.

In depth semi-structured interviews were conducted. Each in-person interview lasted between 45-60 minutes. The researcher contacted the teachers involved in the interviews directly via oral in-person discussion to schedule a convenient time and place to conduct the interview. All members of the study were able to find a time and location that suited them for the interview process.

A voice recording was conducted to obtain the interview. The transcribed text from each interview was used as raw data for the researcher analysis. The interviews were all conducted utilizing the semi-structured open-ended questions protocol. All participants were asked approximately 10 pre constructed questions. The interview began with a brief introduction of the researcher and the interviewee. The questions then moved to address the relationship of the mentor with the mentee or the mentee with the mentor, the positive qualities associated with their relationship, and what might need to be improved upon in their relationship. As the interview concluded, a few questions were asked that assessed the teacher's perception of the advantages and disadvantages of

having a mentor or mentee. The questions allowed each mentee or mentor to reflect on their relationship with their mentee or mentor and provided insight into the case study.

A review of the transcript from the interviews and observations was conducted with intent to gain an overall perspective of the data. Several reviews of the transcriptions were completed to identify a list of categories and themes. Initially, codes emerged from the researchers' analysis of the interview transcripts as shown in Table 1.7.

Table 7. Coding of the Transcripts

Collaboration	Time management	First year teacher	New career
Help from others	Subject matter	Curriculum	Pacing
Grading	Peer support	Performance based	Data driven instruction
Assessment	Trust	Strategies to teaching different students	Cooperation
Active participant	New ideas	Implementation	Ways to improve instruction
Discipline	Research based	Lack of cohesion	Availability
Stress of a first year teacher	Additional demands of the position outside of teaching	Meaningful use of time	Professional development
Improvement in teaching	Common preparation time	Resources	Administrative support

The researcher continued with the process of open coding. From the 28 codes, the researcher identified possible relationships between the codes. From the codes, seven themes were then analyzed to gain further understanding of the lived experience, as suggested by Moustakas (1994). The conditional themes that emerged from the data were:

1. Increased collaboration
2. Build relationship between mentor and mentee
3. Student centered instruction
4. Additional demands of the position outside of teaching
5. Common preparation time
6. Trustworthiness
7. Shared purpose

The researcher continued with the coding process. The conditional themes were then revised to create broader themes. The themes were grouped. Three major themes were identified in the axial coding process, as shown in Figure 1.1.



Figure 1: Major Themes and Subcategories

Results and Interpretations

While there were many intricate pieces that played a part in why a particular mentorship was successful or not, the interviews and analysis of artifacts that took place rendered certain repetitive themes throughout the study. The most common issues included a lack of cohesion within the mentee/mentor program, time management, and a lack of professional development on how to handle the relationship. Contrarily, the benefits that were noted in the relationships studied were the enthusiasm of the new teachers to learn from the veteran instructors, new instructional strategies and methods garnered by the veteran instructors from the new teachers, and the ability to build professional relationships amongst staff. It will be important to analyze each of these factors when coming to the conclusion of whether the current mentorship system is a success or in need of improvement. The issues, followed by the benefits, are noted below.

Lack of Cohesion

The most apparent issue throughout the analysis of interviews and artifacts was a lack of consistency throughout the mentoring program. The consistency seemed to be missing between the mentee and mentor, the actual program itself, and the apparent mission the program was trying to achieve. Participant A remarked, “Where do I begin? The program itself is lacking in so many different areas I do not even know where to begin. If you look at the setup of the program, it is done very haphazardly. No one has any clue what is going on and from top to bottom everyone seems to be lost.” The ability to make the program cohesive begins with the leadership for this particular program. Participant A also noted, “Well I found out last year during the in-service for new teachers that I did not even have a mentor assigned to me yet. It was all random. There were no connections. So I wish I had known I was not going to have an English teacher to help me.” Participant B had similar concerns exclaiming, “There was no assistance from anyone besides my mentor. I did not expect to receive guidance from the supervisor of the program. However, you would think that the administration in the building, as well as my content area supervisor, would be available to discuss issues I had. Unfortunately, that person was never around to help.” It is important to note the supervisor responsible for mentoring also was responsible for two tested subject areas, English for grades 6-12 and English as a Second Language for grades K-12. It is not expected that a mentoring program would take precedence over the curriculum programs for the district.

The mentors involved in the study also would have appreciated a bit more interaction with their content supervisor. Participant AA said, “Unfortunately, no. While I did not expect direct help from the supervisor involved with mentoring because we had already had a workshop, I did expect help from my building administrators and content supervisor. I interact with these people on a daily basis and they never asked how my first year teacher I was mentoring was doing. Honestly, I think it was the last thing on their mind because they are so busy with discipline and facilities management.” In looking at the structure of Madison High School, each administrator is tasked with discipline for one grade level 10-12, as well as a portion of the 9th grade population. In addition to this, they must also perform teacher observations and one of scheduling, facilities, or testing for the school year. With such an abundance of duties, it can be difficult for the administrator to check in with the mentoring program.

However, according to the participants, the content supervisor for this particular department has less asked of them and could spend more time in the building. Participant BB went on to say, “Our content supervisor is only in the building for an occasional department meeting or to do observations. Otherwise, we never see them. It would be great to have them stay after school with us one day to share some new ideas that may have been brought to their attention. Unfortunately, that never happened.” When asked how this problem can be alleviated, Participant BB continued, “Spend more time in the building, reach out to us, have some kind of interaction. I know that each supervisor does a lot but a good portion of their time should be spent hearing what teacher’s need or suggesting how we can improve and it never happens.” While the interviewer was not able to speak with the supervisor for this study, it is reasonable to assume that the

multitude of observations and meetings within their content area that they must attend is a large factor in why the content area supervisor cannot be at the school to offer additional support for the mentee and the mentor. The mentee and the mentor also had their separate views on the mentoring process.

In the actual mentorships interviewed, all participants felt confused or unsure of what was expected. Particularly, the mentees felt lost. As participant A noted, "My mentor and I did not have a trusting relationship because neither of us knew what was expected. We almost never met, and when we did, there was no agenda or goal to reach. Maybe it was our fault that there was no plan but there was never anyone who told us how to even begin." Participant B agreed in their interview by sharing, "I had things to do during my off period usually so it was difficult to go see her. I didn't think it was important to go watch her because she never offered for me to do so. No one told me it would be a good idea either. I would have watched her teach more if she had offered but she never did. It wasn't something I felt I had to do to improve my teaching or see different ways to approach the teaching process." As Daresh (2002) notes, it is important for each member in a mentoring partnership to communicate openly and know what is expected in order for success to occur. This lack of consistency and lack of direct communication amongst the mentees led to an array of problems. Not coincidentally, the mentors did not fare much better.

While interviewing Participant A's mentor, Participant AA, it was obvious there was a lot of confusion for him, as well. AA exclaimed, "It was my first mentorship and I was unsure how to achieve success. I felt unprepared and was not sure how I was

supposed to help my mentee since it had been more than ten years since I had been mentored and much has changed since then." As Bentley (2013) wrote, it is important to have each individual on the same wavelength in order to succeed. Participant BB had similar thoughts exclaiming, "The mentee that I work with is a brand new teacher obviously, and we didn't have any idea about one another or a previous relationship, so we tried the best that we could to build trust by, um, learning a little bit more about each other personally. Also, what we like and dislike and what our view point is on education and different issues like classroom management and assessments and from there we just took the commonalities and, um, decided to move forward with that." While this was a major issue, there was also equal concern about the management of the time spent between the mentor and the mentee.

Time management

Time management is a large concern within the mentor relationships. In Jamestown, there seems to be little thought put into trying to have the mentee and mentor have their prep or lunch periods together. Participant A mentioned this when stating, "It would be great if we have a common time when we could meet together to discuss my plans or the way I manage the classroom. Unfortunately, I do not have any free time that is the same as my mentor and before and after school are not good for either of us. This makes it very difficult to find time to meet with one another." This causes a lot of issues with the pairing because of the pressure to meet and discuss issues and not being afforded the time within the school day to do so. Participant B said this best in stating, "We did not have the same off period which made it difficult, but we did catch each other coming

in and out of the classroom during passing periods. We couldn't talk about things after school. We only had time to meet before or after classes, which is a total of four minutes. Once in a while we could meet before school day started because it was the only time during the day we were able to meet."

It is important to understand that in Jamestown, teachers are expected to take on extra-curricular opportunities and those who do not are less likely to achieve tenure. Participant A knew this well because of their own extra-curricular responsibilities. Participant A said, "I have very little time after school because I advise two different clubs and also coach multiple sports. There is legitimately no time to meet with my mentor after school and to think that I could not coach would be detrimental to me achieving tenure, so what am I supposed to do?" In conjunction with these thoughts, Participant AA said, "I coach two sports and work other jobs because of the budget cuts that were experienced three years ago. Instead of my salary going up the past three years, it has progressively gone down despite me moving up in the pay scale at Jamestown. If the district expects me to stay after hours or to take time away from my coaching to spend time with my mentee it isn't happening. Give us a common prep period and we can both be more productive during school hours." The participants have exclaimed that if there is no meeting time during the day and at least one, if not both, of the individuals in the mentoring relationship are busy after school, when is it *really* possible for the group to meet other than before or after contracted hours? Unfortunately, this was not the only issue the mentor pairings had with the time allotted for the mentoring program.

In interviews with the mentor pairings, it was obvious that there was a lot of frustration with the current structure when discussing time during the school day. Participant B, a mentee, exclaimed, "It is frustrating to know that I need help during my first year but I do not have the time to seek it out. We do not share the same off period and we both coach sports after school. I am forced to seek out help from others who are not even my mentor. I find myself trusting others more than my mentor simply because those are the individuals I am able to seek out and talk to, unlike my mentor." Participant BB, a mentor, agreed noting, "I wish we had the same periods off, so we could have at least forty minutes a day, if needed, to talk about lessons or issues that come up. Unfortunately, we do not, and it is frustrating for me, as a mentor, to feel like I am not helping my mentee. There just is not enough time when we are dealing with Partnership for Assessment of Readiness for College and Careers (PARCC) testing, New Jersey Quality Single Accountability Continuum (NJQSAC) assessments, new guidelines from the township board office, and countless other things." Time management is a large factor in mentoring relationships not working effectively (Leong, 2012). Leong (2012) notes that it is important to budget time, at least on a weekly basis, to make sure the mentorship relationship stays trustworthy and current. Jamestown would benefit from more pre-planning for their mentorships to ensure time during the day for the pairing to meet. This would model the Leong methodology better than what is currently being used. Ideally, this would also lead to more professional development that could help better prepare all parties involved.

Professional Development

As has been stated multiple times by the participants, the preparation for the mentee and mentor in Jamestown is severely lacking. With central administration consistently being changed, it has not allowed for the development and implementation of a reliable, consistent mentoring program (JTBOE, 2015). Furthermore, only one staff member is responsible for the mentoring program; this is not her primary job function: supervising the curriculum for English at six secondary schools and English as a Second Language at twenty-three schools is this person's primary responsibility. At the time of the writing, the person charged with the responsibility of professional development is also responsible for the grants and funded programs for the entire district (JTBOE, 2015). As noted, professional development is an issue in the district. This is something that will need to change for mentoring to become effective for the future. Participant B stated this eloquently, "It seemed as if professional development was always something that was left until after everything else was completed. It did not seem like this was something that was valued by the district." Participant BB agreed saying "We were not really prepared for the mentoring other than following what others had done before us. I found most of how to mentor by asking others who had mentored in the past. The meeting we had did help but it also left a lot of questions unanswered that I wish we could have had time to discuss at a later date with the mentees present." The uncertainty continued for many of the participants, as seen below.

The lack of professional development has led to a large amount of uncertainty amongst the staff. As participant A noted, "My mentor and I did not have a trusting relationship because neither of us knew what was expected. We almost never met, and when we did, there was no agenda or goal to reach." While interviewing the mentor for participant A, known as AA, it was obvious there was a lot of confusion for him, as well. AA exclaimed, "It was my first mentorship and I was unsure how to achieve success. I felt unprepared and was not sure how I was supposed to help my mentee since it had been more than ten years since I had been mentored and much has changed since then." Judging from these interviews, it was obvious that a more thorough, rigorous training needs to take place. Huizing (2012) notes that extensive training is paramount in each partner as part of the mentorship for the mentorship to achieve its function. It seems that more training is essential for the district to be successful in future pairings. Daresh (2012) also notes that it is paramount to make sure each individual that is part of a mentoring program is well prepared for the events that will occur during their mentorship.

While there are areas in need of repair, there were positive outcomes that arose from the study as well. The three distinct benefits included the enthusiasm of the new teachers to learn from the veteran instructors, new instructional strategies and methods garnered by the veteran instructors from the new teachers, and the ability to build professional relationships amongst staff.

Novice Enthusiasm

While Madison High School had issues in the recent past, there has been a consistent influx of passionate new educators each year. In the past five years alone, there have been at least five new teachers each year (JTBOE, 2011-2015). According to past mentors who still teach at Madison High School, each new teacher that was mentored had a high level of enthusiasm with regards to being mentored by a veteran teacher (Madison, 2016). As Harris and Crocker (2003) note, it is customary for individuals in education (and any new profession for the individual) to seek help and be responsive to learning the practice or art of the profession. The passion that the mentees in the study exuded was in the form of curiosity and the eagerness to learn.

The curiosity displayed by the mentees was apparent from the first day. As Participant A stated, “The first day I met my mentor I was really just looking forward to learning from them. I was curious of all the different lessons they have taught in the past and what they could offer me for advice.” Participant AA agreed with this synopsis explaining, “Participant A was more than willing to learn about teaching. On the first day Participant A was in my classroom with ideas and questions. It was great to see this from a first year teacher.” As Whitaker (2013) explained, the mentee is heavily influenced in their first year and will seek out opportunities to try to learn as much as they can.

Participant AA was also happy to approach the mentorship with Participant A as a colleague, rather than his instructor. Participant AA said, “When I was mentored I

always felt like I was the subordinate. This was not how I wanted my mentee to feel, so I gave them freedom and tried to treat them as a co-worker rather than their superior.

Participant A also remarked glowingly about this observation by saying, “While we may not have always have been able to see eye-to-eye, Participant AA always treated me with respect and as someone who I could go to without fear of reprisal. I was glad to have type of relationship with them.” As Bollard (2013) noted, mentoring in the 21st century is different because there is more of a mutual respect between the mentee and mentor rather than the new teacher being treated like a student. This also allowed for the mentee and mentor pairs to discuss instructional methods and strategies without fear of a mistake causing issues.

New Instructional Strategies

One of the most important parts of being a mentee is learning how to properly instruct students and learning how to implement various teaching strategies (Gustafson, 2013). As Participant BB noted this isn’t always easy by stating, “When you come out of college you have so many bright new ideas that you want to use in the classroom, but then you get there and you are lost when trying to figure out which one to use and how to use it.” Participant BB’s mentor observed this same issue explaining, “When Participant B started, it was difficult to connect how to instruct the students. Participant B had learned so many different approaches that B went through all of them during just one lesson and the students were very confused.” Participant BB continued, “... After some time we were able to enhance Participant B’s strategy by narrowing it down to two or three of the most effective approaches for each class that was taught.” While learning the

theory in the classroom is essential, being able to manipulate what the teacher has learned into effective instruction is also vital (Bollard, 2013).

Being able to adjust to reach a certain kind of student was also a key part of the mentoring process for each mentee. Participant A exclaimed, “I was so lost in the beginning. I had some students who did not respond to group work and others who had hearing issues. It was difficult to manage many different issues inside of one classroom. You don’t learn that in college. Thankfully my mentor had some great ideas.”

Participant AA remembered this fondly. Participant AA said, “Participant A was not ready for some of the classes A had. We discussed numerous times how to handle these types of situations and that failing the first time is okay as long as you recognize how to fix it in the future.” Mavroulis (2013) explains that discussions between the mentee and the mentor are necessary for improvement to occur during the first year of teaching. Mavroulis (2013) also notes that being able to have these conversations and become acclimated to the teaching profession is a part of continuing in the career as a teacher. This connection between the mentee and the mentor is key in the first of many professional relationships the mentee needs to form to become a part of the school culture (Mavroulis, 2013).

Professional Relationships

Professional relationships in education are an essential part of the work climate. The mentee must be able to make connections with other professionals to ensure their students and their own success. For example, the first year teacher has to connect with the librarian to have their class visit the library to gather information for a research

project. As Dzickowski (2013) notes, the mentee will need to make many different professional relationships in their first years as an educator if they hope to be successful (Dzickowski, 2013). This can also be the determining factor between an educator continuing in education or choosing to pursue a new career (Martin & Johnston, 2013).

Each mentee found that making a professional connection was crucial to helping further their knowledge and to help students find success. Participant BB recalled this saying, “I found myself having to visit the nurse and then the guidance counselor and then the school psychologist just to become familiar with the issue one student had! It was amazing how many people were involved with this one student’s path in high school!” Participant AA agreed by also recalling an incident exclaiming, “A student I had needed a lot of intervention by the child study team, so I found myself constantly checking in to make sure things were going OK for the student. If I did not have a relationship with the child study team, how would I help this student?!” Oliver (2009) notes that the ability to make professional relationships in the school setting is one of the most important steps for a mentee to master early on in their career. However, this can be difficult due to a lack of time.

One of the biggest issues with the mentoring pairings was time management. However, the lack of time available to the mentee and mentor led to professional relationships being formed outside of the mentorship. As Participant BB noted, “I found myself with questions sometimes and could not find Participant B, so I would go to other teachers. This started out as something I did occasionally, but it got to the point where I was almost more comfortable with them.” Participant B continued, “One relationship I

built particularly was with John (pseudonym). We really built a friendship that continued outside the classroom and created such a better understanding of one another. I don't think I could have gotten through tough times without John." Participant AA had a similar experience noting, "Participant A and I did not see eye to eye on some things I really wanted to try to do because A's style was much different in the classroom. Thankfully, I found Joan (pseudonym) and was able to use my ideas effectively once we talked about how to incorporate them into my lesson." Mavroulis (2013) notes that having conversations with colleagues about how to find success in the classroom are a large factor in producing success for the first teacher.

Despite these benefits, Madison High School's mentoring program still suffers from many of the same issues that many other schools around the country suffer from (Daresh, 2012). A lack of professional development on how to properly mentor, managing the time spent the mentee and mentor spend with the mentorship, and a lack of cohesion throughout the mentoring program created the biggest problems at the institution that overshadowed the benefits noted. While these are large issues together, they can be improved upon with procedural changes to make sure that Madison High School's mentoring program becomes an example for others in the area.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Introduction

The goal of this study was to find the qualities associated with a positive mentor and mentee program. There has been a wealth of documentation available detailing the dissatisfaction across the country with mentoring in new teacher mentoring from veteran teachers (Murphy & Ensher, 2006). In addition, there has also been a large reduction in the amount of mentoring programs that exist in education due to cuts and other obligations for teachers (Murphy & Ensher, 2006). The aim of this research study has been to determine how many individuals are actively engaged in the mentoring program at Madison High School and the overall effectiveness of at the new teacher mentoring program at this high school. The first portion of this section focuses on a summary of why this study was conducted.

The need for this study occurred after the researcher found that the mentoring program in the school (and district) was in need of improvement. The researcher was involved in the mentoring relationship with a veteran teacher as a first year teacher. The researcher felt that the mentoring program lacked direction, did not have a standard set of guidelines to proceed by, nor was any guidance provided. In subsequent years, multiple new teachers approached the researcher to discuss how to proceed and excel in their first year of teacher when not receiving tutelage along the way. At this moment, the researcher knew something needed to be done and began trying to find out different ways to do so. It was not until the researcher was approached by administration to try to find a better way to proceed with the program to retain first year teachers, and advance their

career, instead of seeing them leave the profession that a way to do so was put into place. Glesne and Peschkin (1992) write “Currently many researchers are drawn to studying their own institution or agency, to doing backyard research” (p. 31). “Backyard” research is encouraged at the current level. The researcher did not only want to add mentorship research across the globe, but also to help find a solution to the problem at the smallest level, which was at Madison High School. The researcher believed if the problem could be controlled at the local level, it could then be improved at larger levels moving forward with the model used. The benefits of a potential solution can benefit each part of the school environment. The students are better prepared for their material that they learn. The new teachers can excel and learn at a better rate than they would if they were not being mentored properly. And finally, the administration at the school can be confident in the staff and students to perform at the level required in order to make sure each level of the school meets the bench marks set forth by the state.

This school district was selected with the intention of improving the mentorship for the benefit of new and veteran teachers, as well as trying to ensure that mentoring was not the reason that a novice teacher leaves the profession. The enhanced mentoring program will enhance each level of the school building because it will enable the staff and administration to work together toward the common goal of success. This will be ensured by the mentoring program following the guidelines set forth after analyzing the results of the research on finding the qualities associated with a positive mentor/mentee relationship.

A qualitative case study method design was employed that used one distinct phase. The lone phase was made up of in-depth interviews with participants who were mentors and mentees that employed a maximal variation sampling strategy. A heterogeneous group of participants allowed the researcher the ability to create a balanced description of the phenomenon. The heterogeneous population was paramount in the study succeeding because it provided a population that was not homogenous or all the same. The variables of males, females, veteran instructors, and new instructors allowed for a truly randomized study that allow for the best results (Creswell, 2013). A modified version of Lam and Yan's (2011) interview schedule was utilized to respond to the study's research questions. The questions were addressed through transcendental phenomenological approach. The data followed Creswell's (2013) version of the Stevick-Colaizzi-Keen method, as outlined by Moustakas (1994). Answers to the research questions and conclusion on the study's findings follow. There are also recommendations provided which include possible solutions to the problem and possible areas for future research.

Findings

Creswell (2013) describes that the reader should come away from the case study with the feeling that he/she understands better what it is like for someone to experience said situation. The goal of this section is to understand what positive qualities make up a successful mentorship. In addition, what qualities are not exhibited during a positive relationship and are exhibited during an unsuccessful mentorship. The interviews

conducted described the repetitive themes when the relationship in the mentorship was positive and also shed light on what was lacking when a mentorship soured.

Mentors

Participant AA may have summed up some of the largest issues in the mentorships in their first statement by exclaiming, “Although we both have a mutual respect for one another, there has not been the ability to really have a trusting relationship because we can never find the time. I coach after school and she has another part time job.” Mentors and mentees alike constantly mentioned the lack of time they had to collaborate with one another. Despite these issues, mentors did exclaim their satisfaction with learning a wealth of new information from their mentees ranging from new teaching techniques to a renewed view on education. These results are consistent with those of other studies that were discussed in the Chapter 2’s first research stream. The perception of a lack of time may be the result of uncommon planning periods and an overload of extra duty pay positions that many school personnel have. In addition, the lack of administrative support, due to their lack of available time, to helping ease the mentor program along did not help any situation in a positive manner.

Each mentor felt that the program was not coordinated correctly and led to a large amount of frustration for all of those involved. The mentors were looking for more district-wide meetings to measure their success at various points. Also, there was an expectation for more meetings with the current group of mentors and mentees at Madison High School. Furthermore, the mentors in the study did not have the time to give to the program which reflected badly on the relationship with their mentee due to being saddled

with extra-curricular activities. While the time was a major concern, there was also a large amount of confusion due to improper training. The mentors felt that the training was insufficient because it was only one session planned on one afternoon and never revisited again. As Participant AA exclaimed, “I know it could be a better relationship but we just don't have the time or proper training.” Along the same wavelength, Participant BB also felt that the mentors could have been given more time for their relationship, exclaiming “I wanted to do more but I just don't have the time during the day with all the other duties I have. We used to have more time but budget cuts have caused a lot of us to have to struggle with many added duties.” Time and preparation were two large issues that existed amongst the mentors. This leads to proper preparation for the mentor and mentee, as well as allotted time for planning between the mentee and mentor as two major qualities of a positive mentorship. As referenced in chapter two, prior literature has examined that proper common planning time for a veteran teacher and a new teacher in a mentorship is essential to success. It allows for the mentee and the mentor to share a time every day where they can meet to discuss issues inside and outside of the classroom, instead of trying to find time outside of the classroom to do so. With the extremely busy schedules faced by the teachers in the research (and throughout the nation), it behooves the district to offer this key element in the mentorship to solve both issues continually offered by the mentors in the data collected.

Mentees

Participant BB demonstrated their disappointment with the mentoring program by answering the first question bluntly. She said, “We do not have a trusting relationship

because there is no time to do so.” As one can see from the prior statements, this was in agreement with the mentor comments made by Participant AA. In other words, the research shows that the mentees, as well as the mentors, both had issues with the time allotted to them to make the mentorship successful by providing identical responses to the same interview questions given to them. As with the mentors, as well, the mentees constantly exclaimed their lack of time and preparation. Furthermore, the mentees found that they had to seek out other individuals in the department and/or school to find help with different situations. The researcher found that this could have been alleviated if the administration had taken the time to make sure the schedule of the mentor and mentee had been synchronized correctly. The research showed that, under further investigation of the scheduling practices at Madison High School, the schedule is “rolled over” or used as much in the same way as the previous year as possible. While this ensures that the administration has less work to do for scheduling, it is not in the best interest of the mentorships being conducted. As Aderibigbe, S. (2013). noted, the integrity of a program must be identified at the beginning of the mentorship and continue throughout the relationship for it to be successful. This was not seen in the eyes of the mentees.

However, the mentees were able to find some positive outcomes in their relationships. Participant AA was able to have the mentor in the relationship view her teaching. As Leong (2012) noted, it is imperative for mentees to be observed during their mentorship to have someone critically analyze their teaching without the risk of a bad performance review. Also, all mentees in the research found that they received as much, if not more, help from fellow peers than their mentors. This was especially true in the area of content curriculum. However, as noted in the research results, one of the

mentoring pairs was not matched in the same content area. As Zimpher (2012) noted, sometimes this can be more beneficial for a new teacher because it allows for the mentee to receive advice in a more genuine fashion. In addition, the mentees and mentors were able to collaborate to combine theories with active practice to benefit both parties in the relationship.

Conclusions

The research site may benefit from further study investigating individuals' workload at the site and what the atmosphere of the site is like throughout a multiple year study. Each participant in the study discussed the challenges they faced at the school and the overloading work expected of them. While colleagues were supportive, it seemed that administration expected a lot from teachers that led to a minimum amount of time to be spent by the mentoring relationship on their mentorship. As Figure 1.2 shows below, there was a representation of the factors of a successful mentorship.

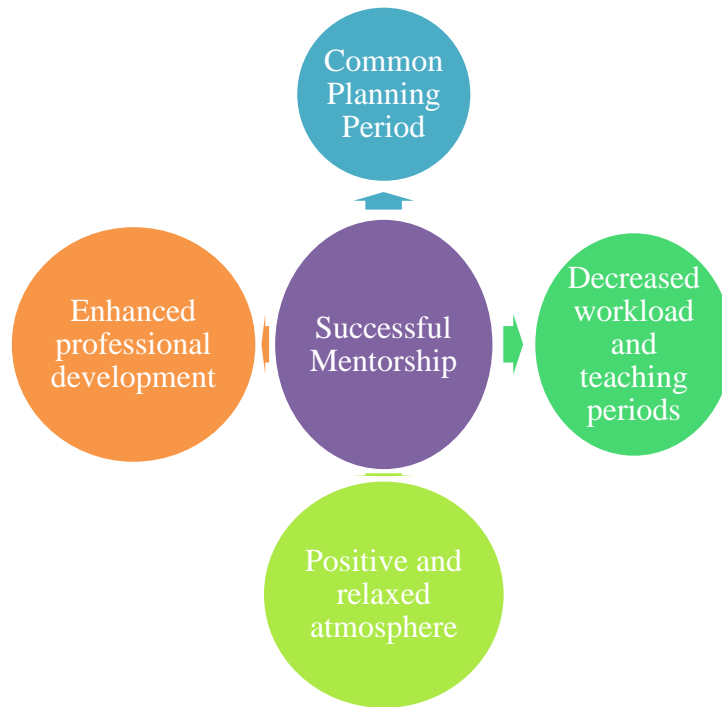


Figure 2. Factors of a Successful Mentorship

In addition to the exuberant workload, the researcher noted that the site where the research was taking place became increasingly tense as the year went on. The study was able to find that the reason for the tense atmosphere was due to the new need for Student Growth Objectives put in place by the state that the staff and administration were not prepared for. In addition, the staff was also given new professional development guidelines that added to an already excessive workload. When this is combined with a heavy workload, it is difficult to find time for the mentorship to function properly. As Leong (2012) noted, the sense of being overwhelmed becomes a major issue for new teachers in the profession and can lead to burn out or a changing of the career for the professional.

After a review of the literature, the researcher expected to find the positive qualities of a successful mentorship readily available. However, the researcher was quickly met with a multitude of issues that each participant in their respective pairing experienced, instead of the litany of positive qualities that one may expect in breeding a positive mentoring relationship. Furthermore, it became difficult to focus on or enhance the positive experiences because of the abundance of problems. The study did provide an increased understanding in the multitude of problems and challenges faced by a mentorship pairing and how to be better able to handle them in the future, if such a study was renewed.

Recommendations

The qualitative case study at Madison High School showed that improvements need to be made in order to find success in the mentoring program. The amount of time spent between the mentor and the mentee in the mentoring program must be lengthened. In addition, the use of better scheduling can also help better prepare both parties involved. In addition, the more thorough professional development can aide each mentee and mentor to understand their role better.

Action Research

This study set out to determine potential solutions based upon the results and interpretations at the local level. There are several important implications that have been presented. The researcher was in the unique situation of being a teacher, as well as the researcher at the site where the study took place. The researcher welcomed the challenge of backyard research, despite the issues that can come with it (Creswell, 2013). As seen

with the participants in the study, there was angst and pushback among them that they would have their names given to the administration; which led to the anonymity noted throughout the study. Although the researcher was the lead for the study, there was always an open dialogue with the mentoring supervisor for the school district, as well as the principal of the building. The recommendations that follow are brought directly from the participants of the study before discussing potential courses of action for making the experience of the mentorship a positive experience for the mentor and mentee involved. This is a point to start discussion for the school district as they look to alleviate their unsuccessful mentoring program thus far.

Time and Collaboration

The time that should have been spent collaborating and working together for each mentor pairing was non-existent. Each participant took their turn discussing the lack of time provided for their mentorship, as well as the lack of synchronization in their schedules on more than one occasion. Participant BB noted it best when exclaiming, “There just isn’t enough time for us to meet or discuss the different issues that arise unless it is on our own time and we just don’t have it.”

Collaboration is a vital element in a workable organizational culture (Sergiovanni, 2005). Leong (2012) noted that collaboration is embedded in teacher’s work and the support of such will enable great creativity to occur.” Teacher collaboration is not effectively built into work schedules and time collaborating must happen outside of the work day in Jamestown School District. This is evidenced by the lack of a dedicated time period during the day for the mentee and mentor to meet and the absence of mentor

related professional development time allotted to the instructional staff during the school year. When teachers work in isolation, it ensures that they do not align with other teachers nor work to collaborate to help their students learn better (Scott et al., 2001). This also will negate the ability for personal and professional relationships to blossom and student achievement to grow (Scott et al., 2001).

Schedule Planning

The researcher proposes the implementation of planning the schedule for each mentor and mentee to reflect likewise planning periods. The administration should meet with each mentoring pair before the school year begins and do their best to have this occur for the mentoring pair, also allowing the mentee and mentor to meet before the first day. This would allow the mentor and mentee to meet for at least forty minutes a day for each day during the week to discuss how the experience is going and to help advisement occur. In addition, the administration could also look to make sure the mentee and mentor have the same duty during the school day. This should be a joint duty, potentially a study hall where discussion can occur between the mentee and mentor. With this added time each day, the potential for the mentoring relationship to be more successful grows.

Professional Development

As evidenced by interviews with current and previous mentors and mentees, the professional development for the mentoring program in the Jamestown School District was inconsistent and did not plan either party in the mentorship for their experience. Participant A noted, "There was no professional development. We were lost and confused." There was a lack of preparation throughout the study noted by each of those

interviewed in the research. A lack of preparation can only lead to each participant not being prepared and unsure of what to do. As Whitaker (2013) noted, it is imperative to help teachers be their best by making sure they are prepared. It was easy to see in this scenario no participant was properly prepared for their endeavor.

The researcher proposes that the mentor and mentee are better prepared for their mentorship by utilizing professional development. The researcher suggests a three stage process for professional development that can enhance the mentorship for each part of the pair. As Oliver (2009) noted, continuous professional development can help and enhance a mentorship. The first stage of the sequence is to have the mentor and mentee meet each other and then proceed to professional development to learn what is expected of the pair during their time together. The pair can learn the guidelines for the program, as well as how to handle situations that will inevitably arise during their relationship.

The second phase of the professional development will be meetings at the end of the first three marking periods. The researcher suggests that a half day of professional development be given to the mentoring pair to meet with other mentoring pairs to discuss their experiences and to also discuss what can be done to improve their experience throughout the year with the mentoring supervisor. In each of these meetings, adjustments can be made to ensure the process is flowing smoothly, as well as providing corrections for any issues that arise.

The final phase would be to meet at the conclusion of the year. At this time, the mentoring pairs can openly discuss what worked and what did not. Furthermore, the mentoring supervisor can begin to acquire quantitative information that can be used to

measure the success each mentoring group has from year to year (Zimpher, 2012). This is an example of best practices noted by Zimpher (2012). In addition, this can help to make future mentoring pairs more effective (Zimpher, 2012). Finally, interviews individually and of mentoring pairs can be conducted to draw out anything that had been missed throughout the year. Figure 1.3 below shows each phase of the process.

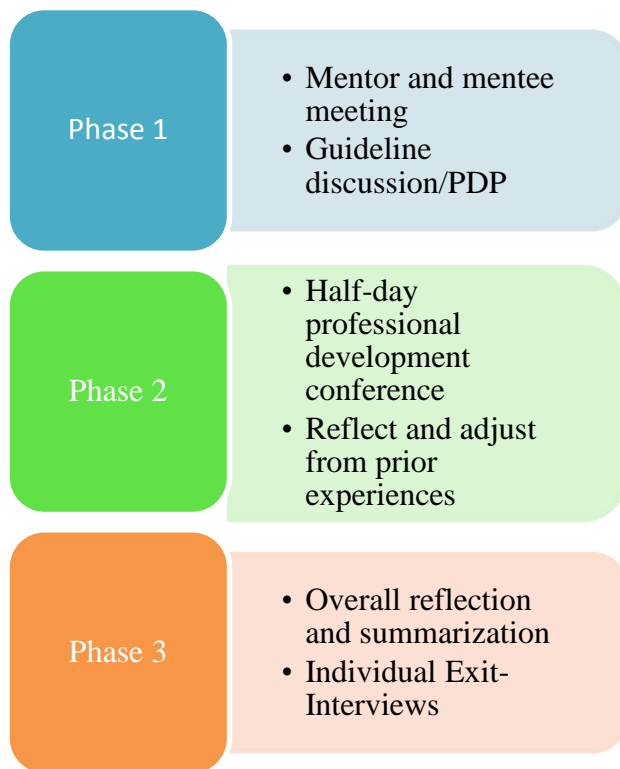


Figure 3. Mentoring Program Phases

Recommendations for Future Research

Based on the researcher's experiences and what was discovered, three recommendations for further research are proposed to find what the positive qualities are that breed a successful mentorship.

1. **Research other locations in the district.** One of the goals of this research was to pinpoint the success and failure of the mentoring relationships at Madison High School. However, there are many other locations within Jamestown School District to discover their success or failures. This information could be used in a qualitative format and/or a quantitative format. Furthermore, the collaboration between each school can only enhance the current mentoring system in place within the district.
2. **Investigate individuals who have ended their employment.** It is important to note the correlation between a poor mentoring experience and the decision to end employment by the professional. Individuals who ended their professional career within the first three months of their career should be polled to understand if their mentoring experience was a large part in that decision. If this is the case, the district has an issue it needs to address immediately by possibly analyzing results from a teacher satisfaction survey.
3. **Extending the mentoring program.** Many first year teachers feel lost upon their second year of employment. Although due to a multitude of reasons, the primary focus has always been the lack of guidance that was once provided by their mentor. Further research into how to expand or extend the mentoring program is needed to see if there is any correlation between retaining teachers and continuing to mentor them during their early years.

Summary

The study's qualitative case study design drove the development of the problem and purpose statements, the research questions, and the additional decisions. Qualitative research provided a comprehensive understanding of the mentoring program positive and negative attributes for the Jamestown School District.

This research gave teachers the opportunity to discuss their experience within a mentorship pairing. A heterogeneous group of participants allowed a balanced description of the phenomenon. While many factors appear to influence the satisfaction of the mentoring pairs, it was apparent that professional development and collaboration were paramount. Several recommendations resulting from the dataset were offered to improve the current set of practices at the site and district level. Areas needing attention from administration, as well as central office, include more time for collaboration, better synchronization of the mentoring pairs, and professional development aimed toward making the mentorship a success.

The additional time for collaboration can build the trusting relationship needed in a positive mentorship for first year teachers and their veteran counterparts. The ability for an individual to enjoy their career is essential in any profession, but especially teaching (Whitaker, 2013). With the ability to collaborate more with their mentor, the mentee can begin understand how to properly instruct their students and how to overcome the innumerable challenges they will face in their first year of teaching (Whitaker et al., 2010). Additionally, it will also reduce the amount of time out of the classroom that both individuals have to attempt to find to foster their relationship. This

additional time can be used for the first year teacher to reflect on their experience and decompress the information.

The results indicated that teachers working in Jamestown School District reported numerous issues with their mentoring pairings that aligned what would have been shown in prior research (Whitaker et al, 2010). The lack of a common content area was notably the biggest error made. With the outstanding number of obligations already noted to a first year teacher, it is not recommended to also have the first year teacher search for content-related support from someone other than their mentor. Additionally, not being able to meet your mentor before the process begins to gauge similarities and the ability to work together is also a major concern. As noted by Zimpher (2012), it is best to have a comfortable and relaxed relationship with your mentor to ensure success for the mentee.

In ensuring success, professional development before, during, and after the mentorship is complete is vital. The mentor and mentee need to know what is expected of their relationship and what guidelines are set forth for them to succeed from the beginning. The mentee and mentor also need to be aware that someone or a collection of individuals will be available for them during the mentorship to help with any issues that may arise or answer any questions that develop during the year. Finally, the professional development needs to continue to follow the mentoring pair to the following school year. The first year teacher entering their second year in the profession needs to be able to know they have individuals they can approach and work with that will help them with any lingering concerns as they start to take full control of their career and become a future role model, and possibly mentor, for new teachers in the years to come.

Students deserve teachers that are committed to the profession and have a firm grasp on the best practices at the current time of instruction. This can only come from a successful mentorship and tedious trial and error. We must innovate the mentoring experience to make it appropriate for the 21st century to ensure success in the years to come at Madison High School, Jamestown School District, and districts around the globe.

When the process to undertake this dissertation began, the researcher firmly believed that success was only to be achieved by the mentor and the mentee if their *entire* time together was seen as successful. However, as the study moved to completion, the measure of success changed. The mentee does not necessarily need to have the mentor impact each part of their mentorship. If the mentee can look back on the relationship with their mentor and recognize a time or event where a difference was made, then the relationship should be seen as a success because without the help of the mentor, maybe the mentee would not continue in the profession as an educator.

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Appendix A**Mentor Questioning****For Mentors**

1. How would you rate the mentor program?
2. How would you describe the quality of your experience as a participant in the program?
3. Would you volunteer to serve as a mentor again next year or in the future?
4. Did the mentor training session help you prepare for your mentoring experience?
5. Would you have liked additional training for mentors?
6. How clearly defined were your mentor responsibilities?
7. Was the mentor program coordinators were accessible and easy to talk to and seek advice from when necessary?
8. How would you describe your relationship with your mentee?
9. Do you think that enough time was allotted to your mentorship?
10. Do you think that the time you have spent together thus far was helpful for your mentee?
11. Did you anticipate to gain personally from this relationship?
12. I would have preferred to meet less often with my mentee.
13. I would like to meet more often with my mentee.
14. What was most satisfying about the mentor program thus far?

15. What is least satisfying about the mentor program thus far?

16. What would you suggest to improve the mentor program thus far?

Appendix B**For Mentees**

1. How would you rate the mentor program?
2. Did you enjoy being part of this program?
3. Would you want a mentor next year if the program was expanded?
4. Did you like your mentor?
5. Did you think meeting with a mentor is beneficial?
6. Would you have like to meet with your mentor more often?
7. Is having a mentor helping you thus far?
8. Did you learn new things from your mentor?
9. Did you feel comfortable talking to your mentor about things, either good or bad?
10. Did you feel comfortable talking to your mentor program coordinator about your experiences, either good or bad (DeBonis)?
11. List some of the activities you anticipate to do with your mentor/have done:

12. List something (if anything) that you learned from your mentor.

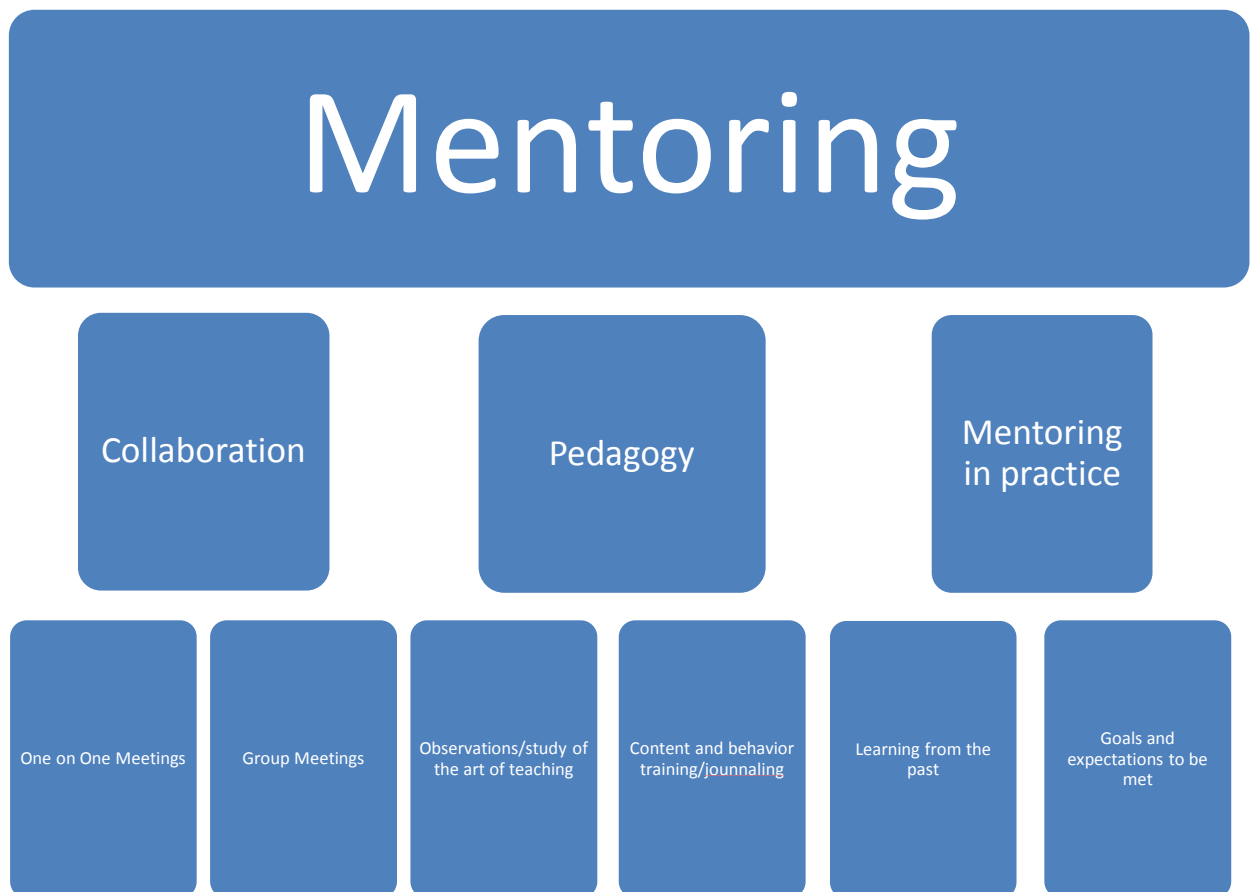
13. What did you like best about the mentor program?

14. What did you not like about the mentor program?

15. What do you think we should change or do differently next year?

Appendix C

Conceptual Framework Mapping



Appendix DParticipant A Interview

Interviewer: Good morning. How are you today?

Participant A Mentee: I'm well. Thank you for asking.

Interviewer: Are you ready to begin?

Participant A Mentee: Sure.

Interviewer: What are your general thoughts on the mentoring program?

Participant A Mentee: Where do I begin? The program itself is lacking in so many different areas I do not even know where to begin. If you look at the setup of the program, it is done very haphazardly. No one has any clue what is going on and from top to bottom everyone seems to be lost.

Interviewer: Wow. I am sorry to hear that. Let's try to focus on your mentor. How did you and your partner work to build a trusting relationship?

Participant A Mentee: Um, we haven't.

Interviewer: Why not?

Participant A Mentee: Because we have not had the time.

Interviewer: Couldn't you have made time?

Participant A Mentee: It is my first year. I am busy.

Interviewer: What about your mentor?

Participant A Mentee: I don't know.

Interviewer: You don't know what they were doing?

Participant A Mentee: No, I can't speak for my mentor.

Interviewer: How did you and your partner find time to meet (pause) wait, you said you didn't find time to meet so far? Have you met at all?

Participant A Mentee: The beginning of school once in awhile because I get to school early, but that is only if I can find him.

Interviewer: So before school is the only time you and your mentor meet?

Participant A Mentee: Yes.

Interviewer: Did you ever meet in an informal setting?

Daniele Mentee: No.

Interviewer: So in a typical month how many times would you say you meet with your mentor?

Participant A Mentee: In the mornings, I would say, Hm, 5 times.

Interviewer: 5 times a month?

Participant A Mentee: Yes, once a week.

Interviewer: Are you sure?

Participant A Mentee: Well it wouldn't be talking about anything it would just be like hey how are things? Good, ok, Bye.

Interviewer: And you guys are different curriculum right?

Participant A Mentee: Yes, math and english

Interviewer: So he could never help you with content?

Participant A Mentee: Correct.

Interviewer: So would you go to someone else for that?

Participant A Mentee: Yes, such as my in class support teacher or colleagues

Interviewer: Ok so do you think that is a good model to have for mentor relationships?

Participant A Mentee: No

Interviewer: So going to multiple people is not good?

Participant A Mentee: No, I pay my mentor to do nothing for me.

Interviewer: So, it was more of an as needed meeting not scheduled?

Participant A Mentee: No it is never planned.

Interviewer: How many times has your mentor been able to watch you teach?

Participant A Mentee: Never.

Interviewer: Were you ever able to go watch them teach?

Participant A Mentee: I was never asked.

Interviewer: Do you think it would have been beneficial to see them teach or vice versa?

Participant A Mentee: If I was set up with an English teacher that maybe would have helped because he taught math so that can't help me.

Interviewer: What about classroom management?

Participant A Mentee: Yeah that could have been beneficial

Interviewer: Please finish this statement. The biggest challenge I have faced so far this year is what?

Participant A Mentee: Time management with the curriculum

Interviewer: How about the biggest challenge so far with the mentor was..?

Participant A Mentee: Time management like not being able to fit everything in and having no one to talk to about it.

Interviewer: What do you wish you would have known during this year?

Participant A Mentee: Well I found out last year during the in-service for new teachers that I did not even have a mentor assigned to me yet. It was all random. There were no connections. So I wish I had known I was not going to have a English teacher to help me

Interviewer: How do you think the process could have been better done?

Participant A Mentee: Pairing me up with someone who is not only SPED but also English.

Interviewer: Have there been any issues with meeting or seeing your mentor?

Participant A Mentor: "It would be great if we have a common time when we could meet together to discuss my plans or the way I manage the classroom. Unfortunately, I do not have any free time that is the same as my mentor and before and after school are not good for either of us. This makes it very difficult to find time to meet with one another."

Interviewer: Would your year have been easier if your mentor had the same content area as you?

Participant A Mentee: Yes.

Interviewer: What was one benefit to having the mentor to work with?

Participant A Mentee: It was easy to get supplies from him because he is department chairperson.

Interviewer: So there was nothing he was ever able to help you with so far?

Participant A Mentee: I literally went to so many other people so no.

Interviewer: wow ok

Interviewer: So now, knowing all this, what are some positive qualities that you find in a mentoring relationship?

Participant A Mentee: You don't have to get along but as long as you can answer the questions for the mentee because I never know what I have to teach or when I Have to teach it because he can't help me. The only way I can find out now is by talking to other English teachers.

Interviewer: What are some negative qualities you can identify in a mentoring relationship?

Participant A Mentee: You don't find the time to meet. I don't know. It all depends on if they are the same, or teach the same thing as you because otherwise there would not be any issues I don't think.

Interviewer: So you think a mentee and mentor can have completely different personalities but still have a great relationship?

Participant A Mentee: Yes, because they have the answers for you about the content.

Interviewer: Interesting. So you think even if your styles are completely different it will be alright?

Participant A Mentee: Yes, because I just need the help with the basis. You're not always going to like every person you come across.

Interviewer: Valid point.

Interviewer: Do you think you personally are a step above the average first year teacher? It seems that is what is coming across.

Participant A Mentee: No, because if I did not have the assistance of English teachers I would be lost.

Interviewer: Overall on a scale from one to ten how would you rate your relationship with your mentor?

Participant A Mentee: 4.

Interviewer: Seems high after this discussion (audible laughter)

Interviewer: Do you think additional training would have helped you or your mentor?

Participant A Mentee: I think we both could have got more out of this if we were forced to meet more. I think it was just so much of random and no structure that it went bad and it could have went much differently.

Interviewer: OK thank you.

Appendix EInterview with Participant AA

Interviewer: Good morning. Are you ready for your interview?

Participant AA Mentor: Sure.

Interviewer: Let's start with your district leadership and oversight. Were they helpful in this process?

Participant AA Mentor: Unfortunately, no. While I did not expect direct help from the supervisor involved with mentoring because we had already had a workshop, I did expect help from my building administrators and content supervisor. I interact with these people on a daily basis and they never asked how my first year teacher I was mentoring was doing. Honestly, I think it was the last thing on their mind because they are so busy with discipline and facilities management.

Interviewer: How did you and your partner work to build a trusting relationship?

Participant AA Mentor: Although we both have a mutual respect for one another, there has not been the ability to really have a trusting relationship because we can never find the time. I coach after school and she has another part time job.

Interviewer: How do you and your mentee find time to meet?

Participant AA Mentor: We did not meet often. Sometimes we would try to meet before school if there was some time in the morning. Otherwise the occasional phone call or text is all that occurred. I think she has been able to find help from others.

Interviewer: Did you ever meet informally?

Participant AA Mentor: No, we only met during school hours.

Interviewer: In a typical month how many times do you guys meet?

Participant AA Mentor: Maybe once or twice.

Interviewer: Whenever you could right?

Participant AA Mentor: Yes

Interviewer: How often have you been able to observe the mentee?

Participant AA Mentor: Zero

Interviewer: Oh. Why haven't you observed her?

Participant AA Mentor: I did not know it was expected that I should.

Interviewer: How many times was the mentee able to watch you teach?

Participant AA Mentor: Again, we did not know this was part of the process, so it has not happened yet.

Interviewer: Do you think this is beneficial for the both of you?

Participant AA Mentor: No, I know it could be a better relationship but we just don't have the time or proper training.

Interviewer: What is the biggest challenge your mentee has had so far?

Participant AA Mentor: Classroom management. She is young and has trouble controlling some of the wild boys.

Interviewer: What is the biggest challenge for you thus far?

Participant AA Mentor: Finding the time to meet and figure out what to discuss.

Interviewer: So far this year, you wish you would have known what?

Participant AA Mentor: I wish we would have had better development professionally. We could have been trained and known what to expect.

Interviewer: What is one benefit of having a mentee?

Participant AA Mentor: It is rewarding to see a mentee become a successful teacher.

Interviewer: What would you rate your experience so far on a scale from one to ten?

Participant AA Mentor: A five. It could be so much more.

Interviewer: What do you think are positive qualities in a good relationship?

Participant AA Mentor: Trust is paramount. Without trust we cannot get anywhere. Also, it is important to get to know the person you are working with. Likewise personalities can really lead to a great relationship. Understanding of what is expected can really help too. Finally, understanding the subject material and being able to collaborate is essential!

Interviewer: Thank you for your time.

Appendix FInterview with Participant B

Interviewer: How did you and your mentor work to build a positive and trusting relationship?

Participant B (Mentee): We shared a classroom, at the time. So that helped, with being able to meet and talk. We did not have the same off period which made it difficult, but we did catch each other coming in and out of the classroom during passing periods. We would talk about things after school if we had time if necessary.

Interviewer: How did you and your mentor find time to meet?

Participant B (Mentee): We only had time to meet before or after classes. (pause) Also, possibly before or after the school day because it was the only time during the day we were able to meet.

Interviewer: What are your thoughts on the assistance you received from those in leadership above your mentor?

Participant B (Mentee): There was no assistance from anyone besides my mentor. I did not expect to receive guidance from the supervisor of the program. However, you would think that the administration in the building, as well as my content area supervisor, would be available to discuss issues I had. Unfortunately, that person was never around to help.

Interviewer: Were there ever informal meetings or was it only during school hours?

Participant B (Mentee): Just at school

Interviewer: In a typical month how many times did you and your partner meet?

Participant B (Mentee): Maybe like five times.

Interviewer: Was there a specified time you two tried to come up with?

Participant B (Mentee): Just after school, like I said.

Interviewer: How often were you able to have your mentor come and watch you teach?

Participant B (Mentee): um, I never asked her to come in and watch me but because some of her off periods occurred while I taught, she did spend time in the room while I was teaching. She sometimes picked up on things during the period and would tell me at

the end of the day, you know I saw so and so or I noticed this while you were teaching. You know, I might suggest you do this; things like that.

Interviewer: How many times were you able to observe your mentor?

Participant B (Mentee): Just twice.

Interviewer: Any reason why?

Participant B (Mentee): I had things to do during my off period usually so it was difficult to go see her.

Interviewer: You don't think it was important to go watch her?

Participant B (Mentee): No.

Interviewer: That's terrible.

(audible laughter)

Participant B (Mentee): I would have more if she had offered but she never did. It wasn't something I felt I had to do.

Interviewer: How did you feel when you were able to watch your mentor teach?

Participant B (Mentee): I will say it was good to watch someone else teach and to see the many things they do that I do not necessarily do. It also helped my classroom management a bit to see how she handled some of the same students that I had a lot of trouble with.

Interviewer: What are some positive qualities you have seen in a successful mentor and mentee relationship?

Participant B (Mentee): I am not sure I have seen one to properly answer that question.

Interviewer: Oh, alright then.

Participant B (Mentee): Sorry.

Interviewer: Okay then, what do you believe was the biggest challenge in working with your mentor?

Participant B (Mentee): Um, I had a lot of difficulty with my classroom management with my ninth period class. And, (pause) she had some of those students before so it was helpful to at least hear how she handled the situation.

Interviewer: Are there any things during this first year you wish you would have known?

Participant B (Mentee): Um, (pause) I wish I would have known? (pause)

Interviewer: Yes, maybe something about this teacher or this student or ...

Participant B (Mentee): Um,

Interviewer: That could have helped your relationship?

Participant B (Mentee): Hmm.. No? I mean I dont really know how to say this. I did not teach a subject I went to school for so...

Interviewer: (Interrupts) I see. That must have been difficult

Participant B (Mentee): Correct, but she had taught it the year before so she gave me things to help me but I wish, I guess I wish I knew how others viewed her teaching because afterwards I had heard, ya know, she did not do much or only gave packets and that is not something I want as a reflection of me.

Interviewer: What is one benefit of having a mentor? or one benefit you saw this year

Participant B (Mentee): From having one?

Interviewer: Yes

Participant B (Mentee): Um, I felt like I had a go to person to talk to if I had an issue but whether I wanted to discuss it with that person was another thing. But it was good knowing I could have contact if I needed to and wanted to was nice.

Interviewer: Overall how would you rate your experience? On a scale from 1-10.

Participant B (Mentee): (pause) Knowing what it could be after hearing from others how theirs is, I would give it a 6, 10 being the best.

Interviewer: What are some improvements that could be made?

Participant B (Mentee): Um, improvements that could have been made? Hm, (pause) I guess I could have discussed more or tried to bring up like what she thought about different activities to involve the students more instead of just like going over her packet instruction. Um, I think that may have been beneficial. Um, whatever she (pause) I mean I guess I could have met with her more often or maybe tried to work with someone who had the same off period as me just to have more structured time to do that. Um, maybe having someone who was a mentor before or could have given me more trust then I could have developed a better relationship, maybe in their content area.

Interviewer: What qualities are best for a mentor to have?

Participant B (Mentee): Trust is a major issue. I think trust is very important for a new teacher to have in their mentor because there are situations that should not be shared and where guidance is needed. It can also make you more comfortable with your teaching approach and style.

Interviewer: OK and last question, what might be some negative qualities or things that may be a red flag that a mentee and mentor relationship is going bad?

Participant B (Mentee): If they don't meet, if they don't use the time wisely to come up with different ways to teach or approach situations or whatever. Um if they end up disagreeing about something about getting along or whatever. It would be difficult to go forward. If they don't have time to meet together then that would affect their relationship.

Interviewer: I'm sorry, one more question. Do you think training beforehand for the mentee and mentor would have helped this process a lot more?

Participant B (Mentee): Yes and no.

Interviewer: Or do you think it's more with the way the individuals are matched?

Participant B (Mentee): I think the matching should be better looked at but I also think the mentors should be trained thoroughly.

Interviewer: Ok, thank you very much.

Appendix GInterview with Participant BB

Interviewer: Good morning. Are you ready to chat?

Participant BB Mentor: Yes sir (audible laughter).

Interviewer: What are your general thoughts on the oversight from your content area specialist for the mentoring program?

Participant BB mentor: Our content supervisor is only in the building for an occasional department meeting or to do observations. Otherwise, we never see them. It would be great to have them stay after school with us one day to share some new ideas that may have been brought to their attention. Unfortunately, that never happened.

Interviewer: What potential solutions are there for this issue?

Participant BB Mentor: Spend more time in the building, reach out to us, have some kind of interaction. I know that each supervisor does a lot but a good portion of their time should be spent hearing what teacher's need or suggesting how we can improve and it never happens.

Interviewer: Sorry to hear that. Let's discuss your mentee a bit. How did you and your partner work to build a trusting relationship?

Participant BB Mentor: The mentee that I work with is a brand new teacher obviously and we didn't have any idea about one another or previous relationship so we tried the best that we could to build trust by um learn a little bit more about each other personally. Also, what we like and dislike and professionally and what our view point is on education and different issues like classroom management and assessments and from there we just took the commonalities and um decided to move forward with that.

Interviewer: How do you and your mentee find time to meet?

Participant BB Mentor: We were very lucky in that we have a common prep time. Um, so we ended up meeting then, then we would meet before or after school in the library for fifteen or twenty minutes.

Interviewer: Did you ever meet informally?

Participant BB Mentor: We just kept it professional at school because both of our schedules were very hectic.

Interviewer: In a typical month how many times do you guys meet?

Participant BB Mentor: I would say anywhere from three to seven times.

Interviewer: Whenever you could right?

Participant BB Mentor: Yes

Interviewer: How often have you been able to observe the mentee?

Participant BB Mentor: Five times so far.

Interviewer: Oh good

Participant BB Mentor: I wanted to do more but I just don't have the time during the day with all the other duties I have. We used to have more time but budget cuts have caused a lot of us to have to struggle with many added duties.

Interviewer: How many times was the mentee able to watch you teach?

Participant BB Mentor: (Pause) I would say twice I think. She was supposed to come a third time but she was unable to.

Interviewer: Do you think this is beneficial for the both of you?

Participant BB Mentor: Yes, absolutely. I really think it should be a mandated part of the process. You can talk about a subject forever but you get real feedback when someone watches you.

Interviewer: What is the biggest challenge your mentee has had so far?

Participant BB Mentor: Classroom management. She is so young and the grade level is so high that there is a trouble with making the differentiation between the two. She is only three years older.

Interviewer: What is the biggest challenge for you thus far?

Participant BB Mentor: Trying to get her to have some confidence. She does not take command of the classroom. She is a very intelligent girl but she just cannot, currently, get a hold of the classroom. Um, and so she needs to have a little confidence booster to transfer the knowledge to her students.

Interviewer: So far this year, you wish you would have known what?

Participant BB Mentor: It would have been nice to have like a inventory of strengths and weaknesses that she filled out by herself that would help for me to talk to her as talking points and help her along

Interviewer: What is one benefit of having a mentee?

Participant BB Mentor: They can be molded into whatever you see they should be. They don't have needs or desires that are preset. It's a great opportunity for both in the relationship, though.

Interviewer: What would you rate your experience so far on a scale from one to ten?

Participant BB Mentor: I would say because I have been so lucky I would rate it a nine because it has been going so well and she is so easy to talk to.

